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## ABSTRACT

This 4,927-item bibliography constitutes part of a research project to provide a descriptive review of worldwide educational planning techniques and experiences, as well as an evaluation of the usefulness of such planning for integration in approaches to futures planning. In addition to supporting the research project, the bibliography provides a tool for scholars and practitioners to use in all educational planning and policy. Most sources are English, although some are French, Spanish, or German. The entries are divided into (1) education and national development, (2) comprehensive and partial planning, (3) financing educational plans, (4) influences on the targets of planning, (5) productivity and efficiency, and (6) bibliographies. Author, country and regional indexes are also included. (RA)

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WORKING DRAFT

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EDUCATIONAL PLANNING AND POLICY: AN INTERNATIONAL BIBLIOGRAPHY

compiled by  
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with the assistance of  
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PARTS I AND II

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1. readers are urged to provide critical comments on the organization and content of this draft.

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## PREFACE

Research Studies in Educational Planning and Policy

The Educational Policy Research Center at Syracuse (EPRC), established in February 1968, is currently engaged in several research undertakings relating educational policy to alternative possible long-range futures. The EPRC commissioned a study, to be executed June 1968--August 1969, which would review the current state of world-wide educational planning. This research project, identified as "Studies in Educational Planning and Policy", under the direction of Professors Don Adams and Jerry Miner of Syracuse University will result in a descriptive review of educational planning techniques and experiences throughout the world and an evaluation of such planning with respect to its usefulness for integration in approaches to futures planning.

The present bibliography has been developed as part of the research project, both to aid the basic research and at the same time to provide a research tool of value to scholars and practitioners in the field of educational planning and policy--a tool to be refined and improved, hopefully, with the assistance of those who use and appraise this first version.

Scope and characteristics of the bibliography

In scope and intent the bibliography reflects the characteristics of the basic research project: it seeks to be comprehensive, international and action-oriented. It is comprehensive in the sense that the area of concern goes beyond the internal planning of formal school systems to encompass other instructional systems and training arrangements as well as those interrelationships of education, economy and society which most directly affect educational planning and policy. It is comprehensive in another sense also, for the intent has been to survey the relevant literature without making value judgments on the quality of all items included--although judgment was used to exclude items which appeared to be addressed only to popular audiences.

The scope is international, consistent with the world-wide overview of planning in the base study; although English language items predominate, titles have been drawn from non-English sources, notably French, Spanish, and German. The majority of non-English titles have been translated into English; where it was known that items have been published in more than one language, this has been indicated.

The conception of educational planning which colors the basic study and the bibliography is action-oriented in that concern is not purely with planning in an abstract, theoretical, or technical sense, but also with implementation as part of the total planning process.

Time-period. Generally the entries date from 1960 onwards, though some older citations have been included where judged of particular interest or, in the case of national studies, where there is a dearth of entries for the 1960's. The cut-off date for inspecting major sources was December 1968.

#### Methodology, sources, and organization

Achievement of the objectives outlined above is a difficult task. The first version of this bibliography is primarily for circulation among specialists in the field. Their help is solicited in refining it so that researchers and practitioners may have at their disposal a research tool providing a survey listing of relevant current literature, organized so that items and areas of interest may be quickly located. (See boxed note on page iv).

Users should be aware of the limitations of this version occasioned by time constraint and by the sources and methods employed.

The data for the bibliography were researched, carded, organized, edited, typed, proofed, printed and collated in the present form during the six-month period January-June 1969. Anyone who has undertaken production of a sizable bibliography will be aware of limitations imposed by such a time constraint: operations which might best be completed sequentially had to be performed, in part, simultaneously; additional sources which would repair gaps in coverage of certain topics or geographic areas could not be obtained in the time available.

At the outset, a fairly detailed listing of topics relevant to educational planning was prepared by the chief compiler. It was discussed and modified by members of the project group in light of project interests and the experience of members. The topics thus identified provided guidelines for seeking bibliographic data.

It is impossible to identify here all of the specific sources used in locating bibliographic information. In brief, the data were assembled by:

- systematic coverage of volumes published 1960-1968 by major indexing and bibliographic services;



- systematic perusal of a large number of bibliographies, both annotated and descriptive, both of wide and of restricted circulation, of broad relevance for the present work or with specialized focus on particular topics;
- direct examination of numerous books, periodicals, articles, government documents, monographs, conference papers, and extraction of titles contained in footnotes and short bibliographies appended to these writings;
- examination of lists of holdings in personal or organization libraries, and of catalogs of certain publishers, including OECD and UNESCO.

Mimeographed documents were included in the search for relevant items and many are cited in the bibliography; though these documents have limited circulation, their existence is significant to serious researchers who may often obtain copies directly from the authors or organizations involved.

Many thousands of titles were scanned by the chief compiler and around 10,000 of these were carded, together with source indication and, where possible, a brief note of content. There followed extensive discussion by project members regarding organization and classification of the data. Numerous possible taxonomies were considered before the adoption of the classification scheme presented here. Bibliographic items were classified on the basis of direct knowledge of content, or on the basis of annotations from other bibliographies. In remaining cases, where inspection of an item was not possible, the title was relied upon to indicate content. Clearly, a listing of this size precludes direct examination of all items; some had to be classified on the basis of very general or ambiguous titles and the exercise of arbitrary judgments.

In the process of classification, members of the project with specialized knowledge of particular fields were able to repair some of the deficiencies in the basic listing for particular topics or geographic areas. The compilers are aware of remaining weaknesses; however, with the collaboration of appraisers and users, these may be remedied in any future version.

### Hints to users

Attention to certain features of the bibliography may help users: the format, chapter notes, additional information supplied in some entries, and the indexes.

The looseleaf format and the layout in which each new sub-section begins on a new page allows easy removal of particular sections in use and the addition of entries provided either by possible supplements to this version or by the user himself. To make full use of this format, it is recommended that the bibliography be transferred to looseleaf binders.

Parentheses, ( ), have been reserved for information furnished in the original citation. Brackets, [ ], have been employed to indicate insertions by compilers of this bibliography--usually for the translation of foreign titles, immediately after the original title, or for furnishing additional information at the end of the original citation.

References for a particular topic may best be located by examination of the Table of Contents and by reference to the notes preceding relevant chapters. Reference to the Country Index will assist in location of items on particular geographic areas. In this regard, the following features should be noted: (1) While the bibliography is largely organized by subject matter, Chapter 3 offers a country-by-country listing of items relating to overall educational planning; (2) Several other chapters contain sub-sections for country and regional studies; (3) as a further aid to geographic identification, country headings have been inserted at the top right of entries known to relate to particular countries.

#### Acknowledgments

The generous help of Professor Gordon Ruscoe of Syracuse University and of Professor Nicholas DeWitt of Indiana University is much appreciated. Professor Ruscoe furnished the typescript of his bibliography on educational planning in Latin America, and Professor DeWitt provided copies of his lists of holdings in international education and the economics of education.

Miss Andrea Latchem and Mr. Stanley Sztaba played a key role in the production of this document, performing services above and beyond the part-time typing for which they were engaged; notably, Miss Latchem compiled the Author Index and Mr. Sztaba the Country Index. At certain stages in the compilation Mrs. Jane Leggett, Mrs. Lorraine Lauricella, and Miss Sarah Green performed tasks connected with data cards and manuscript; and Miss Mary Stephano carefully proofed several sections of the manuscript. To all these the compilers extend grateful thanks. Thanks also go to Professor Marshall Segall, Acting Director, and to Mrs. Gloria Katz, Administrative Assistant, of the Program of Eastern African Studies at Syracuse University for friendly help and for the use of facilities in connection with printing the bibliography.

Maureen Webster  
Syracuse, June 1969

Comments on the organization and content of this bibliography and suggestions for items to be included in any supplement or revised version will be appreciated. Comments should be addressed to: Maureen Webster, Educational Policy Research Center, Syracuse University Research Corporation, 1206 Harrison Street, Syracuse, New York, 13210.

## TABLE OF CONTENTS

## PART I

The Planning Context: Education and National Development

	<u>Page</u>
1. EDUCATION AND NATIONAL DEVELOPMENT	1
1.1 Development, general . . . . .	3
1.2 Education and development	
1.21 General . . . . .	9
1.22 Country and regional . . . . .	15
1.3 Human resources, education and economic growth. . . . .	29

## PART II

Comprehensive and Partial Planning

2. COMPREHENSIVE PLANNING: GENERAL	40
2.1 National development planning . . . . .	41
2.2 Educational planning in relation to national development planning . . . . .	46
2.3 Educational planning: analyses, critiques, and general works . . . . .	49
2.4 Organization and administration . . . . .	75
2.5 Data needs and analysis . . . . .	79
3. COMPREHENSIVE PLANNING: NATIONAL AND REGIONAL CASES	82
3.1 General . . . . .	84
3.2 Africa	
3.21 Regional: conferences and plans . . . . .	86
3.22 Regional: general . . . . .	89
3.23 National studies . . . . .	90
3.3 Asia	
3.31 Regional: conferences and plans . . . . .	134
3.32 Regional: general . . . . .	135
3.33 National studies . . . . .	137
3.4 Europe and the U.S.S.R.	
3.41 Regional: general . . . . .	163
3.42 Regional: OECD, Mediterranean Regional Project . .	164
3.43 National studies . . . . .	166

	<u>Page</u>
3.5 South America, Central America, and the Caribbean	
3.51 Regional: conferences, reports and commissioned studies . . . . .	194
3.52 Regional: general . . . . .	198
3.53 National studies . . . . .	202
3.6 North America . . . . .	232
3.7 Oceania	
3.71 Regional . . . . .	239
3.72 National studies . . . . .	239
 4. PARTIAL PLANNING	 241
4.1 Particular levels of education	
4.11 Primary. . . . .	243
4.12 Secondary. . . . .	249
4.12 Higher . . . . .	254
4.2 Particular kinds of education	
4.21 Professional education . . . . .	280
4.22 Training educational planners . . . . .	287
4.23 Technical and vocational education . . . . .	293
4.24 Agricultural education . . . . .	311
4.3 Particular groups or environments	
4.31 Education in rural areas . . . . .	322
4.32 Training sponsored by industry or commerce . . . . .	328
4.33 Literacy programs . . . . .	331
4.34 Adult, youth, and continuing education . . . . .	336
4.35 Education of women and girls . . . . .	342
4.4 Educational personnel	
4.41 Supply, demand, shortages . . . . .	346
4.42 Factors influencing supply: salaries . . . . .	351
4.43 Factors influencing supply: other . . . . .	353
4.44 Training . . . . .	356
4.45 Staff problems . . . . .	361
4.5 Facilities, curriculum and methods	
4.51 Facilities . . . . .	362
4.52 Curriculum . . . . .	368
4.53 Methods . . . . .	377
 5. MODELS . . . . .	 378

## PART III

Financing Educational Plans

	<u>Page</u>
6. FINANCE AND COSTS	393
6.1 Finance	
6.11 Domestic revenues, taxation, inter-governmental relations . . . . .	394
6.12 Country and regional studies . . . . .	401
6.13 Finance of higher education . . . . .	409
6.14 Student finance . . . . .	418
6.2 Expenditures	
6.21 Analyses and analytic studies . . . . .	424
6.22 Country estimates, projections, and historical data . . . . .	428
6.3 Costs, budgeting and accounting	
6.31 Cost analysis and methods of cost estimation . . . . .	434
6.32 Country and regional cost studies . . . . .	438
6.33 Budgeting and accounting . . . . .	442
7. EXTERNAL AID AND TECHNICAL ASSISTANCE	444
7.1 General	
7.11 Aid and technical assistance in general . . . . .	445
7.12 Aid and assistance to education . . . . .	448
7.2 Multilateral aid and assistance: donor focus	
7.21 Aid from international organizations . . . . .	451
7.22 Other . . . . .	453
7.3 Bilateral aid programs and assistance	
7.31 Donor country focus . . . . .	455
7.32 Recipient area focus . . . . .	467

## PART IV

Influences on Plan Targets

8. MANPOWER	470
8.1 Manpower, development, and education	
8.11 Manpower and development . . . . .	471
8.12 Manpower and education . . . . .	479
8.13 Specialized manpower . . . . .	486
8.2 Country and regional studies	
8.21 Africa . . . . .	489
8.22 Asia . . . . .	497
8.23 Europe and U.S.S.R. . . . .	503
8.24 South, Central America, and the Caribbean . . . . .	513
8.25 North America . . . . .	518
8.26 Oceania . . . . .	524
8.3 Migration . . . . .	525
8.4 Methods	
8.41 Forecasts, projections of manpower requirements . . . . .	531
8.42 Education-occupation relationships . . . . .	538

	<u>Page</u>
9. DEMOGRAPHIC AND SOCIAL INFLUENCES	542
9.1 Demographic studies; enrollments projections and analysis . .	543
9.2 Social and private demand for education . . . . .	548
9.3 Status, ability and access to education . . . . .	550
9.4 Educational and vocational aspirations and choices . . . . .	559
10. ALTERNATIVE FUTURES AND EDUCATION . . . . .	564

## PART V

### Productivity and Efficiency

11. INTERNAL EFFICIENCY	574
11.1 Input-output and productivity . . . . .	575
11.2 Cost-effectiveness and program budgeting . . . . .	580
11.3 Educational outputs: measurement of student performance and educational quality . . . . .	584
11.4 Dropout and wastage . . . . .	587
12. EXTERNAL EFFICIENCY	
12.1 Education/income relationships . . . . .	591
12.2 Cost-benefit and returns to education . . . . .	595
12.3 Employment and utilisation of educated people	
12.31 Employment Problems . . . . .	603
12.32 Utilisation . . . . .	608
13. INNOVATION IN EDUCATION . . . . .	611

## PART VI

### Bibliographies

14. BIBLIOGRAPHIES -- SELECTED REFERENCES	615
14.1 Bibliographies on education, development, and planning . . .	616
14.2 Bibliographies: Other . . . . .	626

### Indexes:

Author Index  
Country and Regional Index

PART I

## THE PLANNING CONTEXT: EDUCATION AND NATIONAL DEVELOPMENT

Chapter 1

## EDUCATION AND NATIONAL DEVELOPMENT

	<u>Entries</u>	<u>Page</u>
1.1 Development, general . . . . .	1-65	3
1.2 Education and development		
1.21 General . . . . .	66-121	9
1.22 Country and regional . . . . .	122-241	15
1.3 Human resources, education, and economic growth. .	242-342	29

Items in Chapter 1 have been selected to provide a setting for educational planning. The context is national development -- social, political, economic. Items in Section 1.1 deal with general problems of development and modernization, without particular stress on education. Remaining items in the chapter discuss the role of education in development, in general fashion in Section 1.21, and with particular reference to geographic areas in 1.22. In Section 1.3 attention is focused on economic aspects of education in development; the items included sample literature on education as investment in human capital.

Chapter 1 is not concerned with planning as such; the intent is to provide a sampling of the large literature on development and on the general relation of education and development. Users may refer to the additional bibliographic sources listed in Chapter 14 for further references.

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PART II

## COMPREHENSIVE AND PARTIAL PLANNING

Chapter 2

## COMPREHENSIVE PLANNING: GENERAL

	<u>Entries</u>	<u>Page</u>
2.1 National development planning . . . . .	343-385	41
2.2 Educational planning in relation to national development planning . . . . .	386-404	46
2.3 Educational planning: analyses, critiques, and general works . . . . .	405-628	49
2.4 Organization and administration. . . . .	629-656	75
2.5 Data needs and analyses. . . . .	657-676	79

The term 'comprehensive' is used in Chapters 2 and 3 to indicate concern with overall issues of educational planning as opposed to particular segments or aspects of educational planning. Not all items listed encompass the full range of planning issues, however; some omit or deal cursorily with one or another important aspect. Nevertheless, all items do consider planning for more than one level or kind of education, and this distinguishes them from entries in Chapter 4 which is entitled 'Partial Planning'.

The introductory section, 2.1, presents a selection of items from the literature on national planning, including: general treatments (e.g. LEWIS, MEIER, TINBERGEN); writings on particular styles of planning (e.g. Soviet planning, French indicative planning, planning for more- and planning for less-developed countries); and writings which evaluate plans or set them in international context (e.g. WATERSTON, and some UN items). Item # 362, MEIER, contains useful bibliographies of further references in the general planning literature.

Section 2.2 assembles items which examine the linkages between educational planning and general development planning. Section 2.3 groups a miscellany of systematic writings on alternative approaches to the theory and method of educational planning (e.g., ANDERSON and BOWMAN, BLAUG, CORREA, etc.) as well as some more impressionistic articles which nonetheless claim to discuss planning in a general and comprehensive fashion.

Entries in Sections 2.4 and 2.5 relate respectively to the organization and administration of planning and to data needs. While the discussion here and elsewhere in the chapter is often illuminated by reference to particular countries, the items have a general interest which transcends particular geographic contexts.

Users seeking a good general introduction to current issues in educational planning might consult the World Year Book of Education 1967 (Item # 423), which offers a wide selection of papers, including contributions on theory, methodology, data, approaches, models and case studies.

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### Chapter 3

#### COMPREHENSIVE PLANNING: NATIONAL AND REGIONAL CASES

	<u>Entries</u>	<u>Page</u>
3.1 General . . . . .	677-688	84
3.2 Africa		
3.21 Regional: conferences and plans . . . . .	689-698	86
3.22 Regional: general . . . . .	699-722	87
3.23 National studies . . . . .	723-1051	90
3.3 Asia		
3.31 Regional: conferences and plans . . . . .	1052-1062	134
3.32 Regional general . . . . .	1063-1083	135
3.33 National studies . . . . .	1084-1279	137
3.4 Europe and the U.S.S.R.*		
3.41 Regional: general . . . . .	1270(a)-1278(a)*	163
3.42 Regional: OECD, Mediterranean Regional Project . . . . .	1279(a)-1294	164
3.43 National studies . . . . .	1295-1506	166
3.5 South America, Central America, and the Caribbean		
3.51 Regional: Conferences, reports, and commissioned studies . . . . .	1507-1536	194
3.52 Regional: General . . . . .	1537-1567	198
3.53 National studies . . . . .	1568-1770	202
3.6 North America . . . . .	1771-1819	232
3.7 Oceania . . . . .	1820-1830	239

\* Errata: The numbers 1270-1279 appear twice. To avoid confusion, the numbers 1270(a)-1279(a) have been used in section 3.4.

Chapter 3 is organized by geographic region. The short introductory section (3.1) lists sources of a multi-regional nature, and these are followed (3.2-3.7) by regional and national studies. Each of the large sections (3.2-3.5) lists in sequence: regional conferences and plans, general writings on the region, and studies of individual countries. Countries are listed alphabetically within regions; for each country, known official national plans (operative in the 1960's) are listed first in date sequence, followed by commissioned reports; other relevant writings on the country come last, in alphabetical order by author.\*

Since this chapter is concerned with comprehensive or at least semi-comprehensive planning, partial plans and other similar items (for example, those relating primarily to one level or type of education) are included here only when it is known that they also include analysis of other aspects of education. The relatively small section on comprehensive planning in the United States is counter-balanced by a preponderance of U.S. entries in Section 4.13, Higher Education, in Chapter 4 -- a situation which indicates the current preoccupation of U.S. planners.

Because of lack of access to relevant documents it is not possible in many cases to indicate the appropriate page references for the education sector of national plans -- a deficiency which it is hoped users of this bibliography will help remedy.

The geographic index will aid researchers in location of additional items elsewhere in the bibliography which relate to particular countries.

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\* In the case of national plans, extensive use was made of Appendix III of Albert Waterston, Development Planning. Lessons of Experience. Baltimore, Md.: Johns Hopkins Press, 1965.

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## Chapter 4

### PARTIAL PLANNING

	<u>Entries</u>	<u>Page</u>
4.1 Planning for particular levels of education		
4.11 Primary . . . . .	1831-1881	243
4.12 Secondary . . . . .	1882-1918	249
4.13 Higher . . . . .	1919-2150	254
4.2 Planning for Particular Kinds of Education		
4.21 Professional education . . . . .	2151-2203	280
4.22 Training educational planners . . . . .	2204-2247	287
4.23 Technical and vocational education. . . . .	2248-2407	293
4.24 Agricultural education . . . . .	2408-2485	311
4.3 Planning for particular groups or environments		
4.31 Education in rural areas . . . . .	2486-2534	322
4.32 Training sponsored by industry and commerce . . . . .	2535-2557	228
4.33 Literacy programs . . . . .	2558-2594	331
4.34 Adult, youth, and continuing education. . . . .	2595-2649	336
4.35 Education of women and girls . . . . .	2650-2683	342
4.4 Educational personnel		
4.41 Supply, demand, shortages . . . . .	2684-2726	346
4.42 Factors influencing supply: salaries. . . . .	2727-2742	351
4.43 Factors influencing supply: other . . . . .	2743-2762	353
4.44 Training . . . . .	2763-2801	356
4.45 Staff problems . . . . .	2802-2808	361
4.5 Planning facilities, curriculum, and methods		
4.51 Facilities . . . . .	2809-2856	362
4.52 Curriculum . . . . .	2857-2894	368
4.53 Media and methods . . . . .	2895-2941	373

Writings identified in Chapter 4 are concerned with particular levels, kinds, or aspects of education and educational planning rather than with the overall planning of education; therefore, they are categorized as 'partial planning'.

The classification scheme is devised to reflect the growing segmentation of interests evident in the literature. Items have been grouped according to what appears to be the prime concern of authors. While the classification suggests neat, discrete categories, there is inevitable overlapping of interests. Researchers who wish to pursue a certain topic beyond the sources suggested in a given section will find relevant items elsewhere in this and other chapters. For example, agricultural education and education in rural areas are not identical topics, yet users interested in either category should consult both sections 4.31 and 4.24; Section 4.1 (Planning for particular levels of education) and Chapter 3 (Comprehensive planning) suggest further citations for those researching the ways in which agricultural and rural education are incorporated in the overall considerations of planners. Similar remarks apply to other sub-sections: there is overlap in the sub-sections from 4.31 through 4.35; those looking for references on technical and vocational education (other than for agriculture or teaching) might check Section 4.32 on industry-sponsored programs, and items in Section 4.1 to see ways in which technical education enters the planning of education at particular levels.

Educational personnel have been assigned a separate section (4.4) because of their distinct position as both input and output of the educational system and because of the crucial importance of teaching personnel to the feasibility and implementation of educational plans. Some additional items of relevance may be found in Chapter 7 on Aid and Technical Assistance.

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Current Position of Indonesian Basic Education within the Framework  
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Maskanot Havaada LeHaarachat Chinuch Chova Chinam [Conclusions of  
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#### 4.5 Planning Facilities, Curriculum, and Methods

##### 4.52 Curriculum

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## 4.5 Planning Facilities, Curriculum, and Methods

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New Educational Media in Action: Case Studies for Planners -- I. Paris: UNESCO/IIEP, 1967. 203 pages. [Six case studies: 2 of T.V. (Samoa, U.S.A.); 2 of radio (Thailand, India); 2 of correspondence study plus media (Japan, Australia).]
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Chapter 5  
M O D E L S

	<u>Entries</u>	<u>Pages</u>
5. Models . . . . .	2942-3046	379-392

The items grouped in Chapter 5 reflect the growing literature on the use of models, mathematical and other, in describing educational systems and, by extension, in educational planning. The writings listed here do not all present rigorous models, but they do represent current trends in attempts to describe educational systems, to identify key endogenous and exogenous variables, to examine their interactions, and to tackle the complex problems of quantification. Some items might properly have been listed elsewhere, e.g. in partial planning, or in costing, because of their specialized focus; however, there appears to be an advantage in assembling the various types of models in one chapter for reference purposes.

The surveys of mathematical models in educational planning by Hector CORREA (# 2965 and # 2966) provide a very good introduction to the topic; the OECD publication, *Mathematical Models in Educational Planning* (# 3005) assembles several papers on the subject, including some applications to educational systems of specific countries. Further country examples are identified by side-headings in the text of this chapter.

5. MODELS

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Survey of the State of the Art: Social, Political, and Economic Models and Simulations. A Report for the National Commission of Technology, Automation, and Economic Progress. Cambridge, Mass.: Abt Associates, Inc., November 1965.
2943. ABT, Clark C.  
An Educational System Planning Game. Cambridge, Mass.: Abt Associates, Inc., 1965. [Detailed description of a gaming approach to program planning for education with a fixed budget-gaming constraint].
2944. ADELMAN, Irma Argentina  
"A Linear Programming Model of Educational Planning: A Case Study of Argentina" IN: Irma ADELMAN and Erik THORBECKE (eds.), The Theory and Design of Economic Development. Baltimore, Md.: Johns Hopkins Press, 1966. pp. 385-412.
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"Introduction of Control Concepts in Educational Planning Models" IN: ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, Mathematical Models in Educational Planning. (Education and Development, Technical Reports). Paris: OECD, 1967. pp. 259-273.
2946. \_\_\_\_\_; and C.S. SMITH  
"An Application of Control Theory to a Problem in Educational Planning" IN: INSTITUTE OF ELECTRICAL ENGINEERS, INC., Transactions on Automatic Control, Vol. AC-12, No. 2, April 1967.
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A Computable Model of the Educational System: Illustrated With British Data, IN: George Z.F. BEREDAY and Joseph A. LAUWERYS (eds.), Educational Planning. The World Year Book of Education, 1967. London: Evans Brothers; and New York: Harcourt, Brace & World, 1967. pp. 423-439.
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2957. BULLOCK, N.; et al.  
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2963. CORREA, Hector  
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An Optimum Enrollment Policy for Developing Countries IN: Richard H.P. KRAFT (ed.), Education and Economic Growth. Proceedings of the First Annual Conference on the Economics of Education. Tallahassee, Florida: Educational Systems Development Center, 1968. pp. 9-19.
2968. \_\_\_\_\_  
"Basis for the Quantitative Analysis of the Educational System." To be published IN: Journal of Experimental Education.
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"Optima for Size and Number of Schools," to be published IN Scientia Paedagogica Experimentalis.
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"Quantitative Adaptation of Education to Accelerated Growth" IN Kyklos, Vol. 15, No. 4, 1962. pp. 776-785.
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Planning Human Resource Development: Educational Models and Schemata. Chicago: Rand McNally, 1966. 334 pages.
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On the Development of Educational Planning Models at Harvard, CSED: An Algebraic History of Activity in One Small Place IN: Richard H.P. KRAFT (ed.), Education and Economic Growth. Proceedings of the First Annual Conference on the Economics of Education. Tallahassee, Florida: Educational Systems Development Center, 1968. pp. 42-84.
2973. DEBEAUVAIS, Michel  
The Balance Between the Different Levels of Education. Paris: IEDES, 1963. 20 pages. [Paper prepared for the Conference on the Economics of Education, August-September 1963, Annency, France].

2974. DRESSEL, Paul L.  
 "Comments on the Use of Mathematical Models in Educational Planning" IN: ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, Mathematical Models in Educational Planning. Paris: OECD, 1967. Part V (Comments), pp. 275-290. [An educator's evaluation of some of the papers in the volume].
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EDUCATIONAL PLANNING AND POLICY: AN INTERNATIONAL BIBLIOGRAPHY

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PARTS III, IV, V, VI

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PART III  
FINANCING EDUCATIONAL PLANS

Chapter 6  
FINANCE AND COSTS

	<u>Entries</u>	<u>Page</u>
6.1 Finance		
6.11 Domestic revenues, taxation, inter- governmental relations . . . . .	3047-3105	394
6.12 Country and regional studies . . . . .	3106-3172	401
6.13 Finance of higher education . . . . .	3173-3251	409
6.14 Student finance . . . . .	3252-3301	418
6.2 Expenditures		
6.21 Analyses and analytic studies . . . . .	3302-3333	424
6.22 Country estimates, projections and historical data . . . . .	3334-3377	428
6.3 Costs, budgeting and accounting		
6.31 Cost analysis and methods of cost estimation . . . . .	3378-3404	434
6.32 Country and regional cost studies . . .	3405-3433	438
6.33 Budgeting and accounting . . . . .	3434-3446	442

Chapter 6 classifies items on the costing and financing of educational plans; items specifically relating to external finance are located in Chapter 7. Each of the three major sections -- finance, expenditures, and costs -- contains sub-divisions for analytic studies of general interest and for country and regional studies. The intent in classifying items was to separate those primarily concerned with analyzing specific problems from those whose main purpose was to describe experience in a certain country. Clearly some arbitrariness is involved in such classification decisions, and it is recommended that users interested in particular aspects of finance, expenditures, or costs, scan the entire section for promising titles. Finance of higher education and student finance are assigned separate categories because of the growing volume of literature on these aspects.

A careful attempt is made to differentiate entries which discuss unit cost and its determinants (6.3) from those which deal with costs and expenditures in the sense of outlays (6.2). Sub-section 6.33 contains a short list of items dealing with budgeting and accounting for purposes of record keeping and financial control rather than in terms of efficiency considerations. Users interested in program budgeting will find relevant titles in Chapter 11, Internal Efficiency of Education, where Section 11.2 is devoted to cost-effectiveness and program budgeting.

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#### 6.33 Budgeting and Accounting

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Chapter 7

## EXTERNAL AID AND TECHNICAL ASSISTANCE

	<u>Entries</u>	<u>Page</u>
7.1 General		
7.11 Aid and technical assistance: general . .	3447-3474	445
7.12 Aid and technical assistance: education.	3475-3498	448
7.2 Multilateral aid and assistance: donor focus		
7.21 Aid from international organizations . .	3499-3511	451
7.22 Other . . . . .	3512-3522	453
7.3 Bilateral aid and assistance		
7.31 Donor country focus . . . . .	3524-3617	455
7.32 Recipient area focus . . . . .	3618-3638	467

While external aid and technical assistance form the particular focus of Chapter 7, external resources are considered in several sources cited in Chapter 6. Users seeking a comprehensive picture of the financing of educational plans or of the place of external resources in implementing plans should consult both Chapter 6 and Chapter 7.

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PART IV  
INFLUENCES ON PLAN TARGETS

Chapter 8  
M A N P O W E R

	<u>Entries</u>	<u>Page</u>
8.1 Manpower, development, and education		
8.11 Manpower and development . . . . .	3639-3711	471
8.12 Manpower and education . . . . .	3712-3774	479
8.13 Specialized manpower . . . . .	3775-3796	486
8.2 Country and regional studies		
8.21 Africa . . . . .	3797-3863	489
8.22 Asia . . . . .	3864-3907	497
8.23 Europe and U.S.S.R. . . . .	3908-3982	503
8.24 South America, Central America and the Caribbean . . . . .	3983-4014	513
8.25 North America . . . . .	4015-4066	518
8.26 Oceania . . . . .	4067-4069	524
8.3 Migration . . . . .	4070-4123	525
8.4 Methods		
8.41 Forecasts; projections of manpower requirements . . . . .	4124-4178	531
8.42 Education-occupation relationships. . .	4179-4209	538

Section 8.1 offers selected titles on the general relation of manpower to development and education, together with a small group of items on specialized manpower. The country and regional studies of Section 8.2 are organized geographically with countries listed alphabetically within each region. Items on study abroad and brain drain are included in Section 8.3, Migration; additional relevant titles may be found in Chapter 7, Technical Assistance. Entries in Section 8.4 focus on methods and techniques relevant to manpower analysis.

Throughout the chapter the emphasis is on utilization of manpower rather than on training or education. Items which deal primarily with education and training are located in appropriate sections of Part II, Comprehensive and Partial Planning. There is, of course, bound to be overlap. Thus, users interested in manpower approaches to educational planning will find titles of interest both in Chapter 8 and in Chapter 2; those primarily concerned with country studies on education and manpower will find titles in Chapter 8 and in Chapter 3; and those who are interested only in certain levels of manpower and education (e.g. high-level manpower only) should check both Chapter 8 and Chapter 4.

8. MANPOWER8.1 Manpower, Development and Education8.11 Manpower and Development

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## Chapter 9

### DEMOGRAPHIC AND SOCIAL INFLUENCES ON PLAN TARGETS

	<u>Entries</u>	<u>Page</u>
9.1 Demographic studies; enrollments projections and analysis . . . . .	4210-4249	543
9.2 Social and private demand for education . . . .	4250-4266	548
9.3 Status, ability, and access to education . . . .	4267-4347	550
9.4 Educational and vocational aspirations and choices . . . . .	4348-4388	559

This short Chapter encompasses items dealing with influences on plan targets that stem from a group of factors which have sometimes been termed "demand." They include demographic and socio-economic characteristics of pupils, attitudes toward education and specific vocations, and other individual elements, and they extend to concern for equity both with regard to school admissions and to the quality of education provided.

For those exploring demand influences on planning and plan targets, Chapter 9 provides a starting place. Further items are to be found in Chapter 12, External Efficiency: 12.1 lists titles on education/income relationships; 12.3 groups entries on employment and utilization of educated people. Titles in Chapter 2 which review various approaches to planning will provide additional comments on demand influences. Researchers pursuing the topic further in certain areas where demand influences are relatively strong might examine some of the country entries in Chapter 3, Comprehensive Planning, and Chapter 4, Partial Planning, for sources likely to reflect the "demand approach" to planning.

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## Chapter 10

### ALTERNATIVE FUTURES AND EDUCATION

	<u>Entries</u>	<u>Page</u>
10. Alternative futures and education . . . . .	4389-4467	565

Much of the literature on educational planning, particularly in more developed countries, conceives of the future as an extrapolation of recent past trends or as a slightly modified version of the present; and the majority of writers are primarily concerned with the short- or medium-run future. This chapter contains items which deal with longer-run perspectives and which consider not just 'the' future but a variety of alternative futures. The impact of this line of thinking upon educational planning is negligible at present, yet alternative possible futures can affect plan target-setting and plan target achievement; hence the place of these items under the heading: 'Influences on Plan Targets'.

There is a heavy bias in the items presented in favor of United States sources; this no doubt reflects the limits of the bibliographer's acquaintance with the literature and, hopefully, may be remedied in any future version of this work. The best survey at this time of the implications of the futures approach to planning in the American context is to be found in ZIEGLER (# 4467). For further sources, again in the American context, see the bibliography by MARIEN (# 4926).

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PART V  
PRODUCTIVITY AND EFFICIENCY

Chapter 11  
INTERNAL EFFICIENCY

	<u>Entries</u>	<u>Page</u>
11.1 Input-output and productivity . . . . .	4468-4510	575
11.2 Cost-effectiveness and program budgeting . . .	4511-4542	580
11.3 Educational outputs: measurement of student performance and educational quality . . . . .	4543-4565	584
11.4 Drop-out and wastage . . . . .	4566-4599	587

Chapter 12  
EXTERNAL EFFICIENCY

12.1 Education/income relationships . . . . .	4600-4636	591
12.2 Cost-benefit and returns to education . . . . .	4637-4704	595
12.3 Employment and utilisation of educated people		
12.31 Employment problems . . . . .	4705-4748	603
12.32 Utilisation . . . . .	4749-4770	608

Chapter 13  
INNOVATION

13. Innovation . . . . .	4771-4810	611
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The productivity and efficiency of educational systems are clearly important concerns of educational planners, affecting both plan target-setting and target achievement. Chapter 11 groups entries dealing with internal efficiency of education -- input-output relationships, efficiency techniques, problems of measurement and of wastage. In Chapter 12 the focus is on relationships between the educational system and the total social system of which it is part -- with a definite emphasis on relationships with the economic system evident in the literature. Selected references on innovation are offered in Chapter 13 on the grounds that innovations are designed to increase system productivity and efficiency; users interested in innovation may find additional titles in sub-section 4.53, Methods and Media, since most of the innovations documented in the literature relate to variations in methods and to the introduction of new media.

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PART VI  
BIBLIOGRAPHIES

Chapter 14

BIBLIOGRAPHIES -- SELECTED REFERENCES

	<u>Entries</u>	<u>Page</u>
14.1 Bibliographies on education, development, and planning		
14.11 Education and development . . . . .	4811-4839	616
14.12 Educational planning . . . . .	4840-4858	619
14.13 Education in particular geographic areas.	4859-4873	622
14.14 Particular levels, kind, or aspects of education . . . . .	4874-4898	623
14.2 Bibliographies: Other		
14.21 Manpower . . . . .	4899-4918	626
14.22 Productivity and efficiency . . . . .	4919-4924	628
14.23 Futures studies . . . . .	4925-4927	629

The selective listing of bibliographies in Chapter 14 suggests sources which identify further writings on particular topics. In a broad way, Section 14.1 corresponds to topics contained in Parts I and II of the present bibliography and Section 14.2 to Parts III--V.

The bibliographies are grouped according to their principal subject matter. Those primarily concerned with educational planning are listed in Section 14.12, but entries on planning are included also in several sources cited in other sections. Attention is drawn particularly to four such sources: #4815 by BLAUG on the economics of education; #4824 by HANSON and GIBSON, a good example of recent bibliographic work on education within a geographic region (Africa); #4843 by HUFNER, a major recent contribution focused on higher education; and #4921 issued by RESEARCH FOR BETTER SCHOOLS INC. on benefits and costs in the public sector. Each of these works has a section devoted to educational planning as well as containing many relevant items in other sections.

Section 14.13 offers a short list of sources on education in large geographic regions. With the exception of two items on the USSR, no reference is made to bibliographies which exist for some individual countries; interested researchers may best identify these by using library reference facilities,

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# INDEX OF AUTHORS BY NUMBER OF ITEM

(N.B. Governments and government departments as authors are excluded from this index.)

## "A"

Aaron, R. - 1  
 Aarvig, L. - 3639  
 Abdel-Rahman, I.H. - 1017,1018, 2204,3853  
 Abdulla, A. - 122  
 Abernathy, D. - 4705  
 Abraham, K. - 2248  
 Abramovitz, M. - 242  
 Abreu, J. - 405,3371  
 Abt Associates, Inc. - 2942  
 Abt, C.C. - 2943,4511  
 Ackoff, R.L. - 1919  
 Adam, F. - 2595  
 Adams, D. - 66-70,406,407, 2205,2132  
 Adams, J. - 67  
 Adams, W. - 4310  
 Adar, L. - 4560  
 Adelman, I. - 2,3,2944  
 Adelson, M. - 4389,4390  
 Adetoro, J.E. - 2684  
 Adhvaryu, J.H. - 243  
 Adiseshiah, M.H. - 71,123,3797  
 Adjovi, R. - 1913  
 Administration Italienne de Tutelle de la Somalie - 943  
 Adyanthaya, N.K. - 3905  
 Aerospace Education Foundation - 4771  
 Africa Liaison Committee - 124  
 Afro-Anglo-American Program in Teacher Education - 3618  
 Afzal, M. - 2486  
 Agabaw, K.A. - 2414  
 Agarwal, S.P. - 4124  
 Agarwala, A.N. - 4,2195  
 Agustin, A.S. - 2367  
 Ahmed, M. - 408  
 Ainsworth, K.G. - 3047  
 Akademia Pedagogicheskikh Nauk R.S.F.S.R. - 2857  
 Aker, D.S. - 4210  
 Akrawi, M. - 409,962  
 Al-Arabi, M. - 2535,2536  
 Alba, V. - 1537  
 Albers, W. - 3118,3338  
 Alchian, A.A. - 4022  
 Alexander, Y. - 3499  
 Alexander-Frutschi, M.C. - 4811  
 Ali, S. - 4812  
 Alkin, M.C. - 4390  
 Allen, H.K. - 3173  
 Allen, J.E. - 1920  
 Aller, R. - 2422

Almada, M.A. - 3987  
 Almond, G.A. - 5,6  
 Alper, P. - 2945-2947,3045  
 Aluko, S.A. - 3163  
 Alves Martins, C. - 1430  
 Aly, H.O. - 1831,4566  
 Amachree, G.K.J. - 3572  
 American Assembly - 3174  
 American Association of Colleges for Teacher Education - 125  
 American Council on Education - 851,2685,3573  
 American University - 1021  
 Amissah, S.A. - 4348  
 Anand, S.K. - 4732  
 Anderson, C.A. - 95,244,266,402, 410-413,699,4267-4270,4600  
 Anderson, C.J. - 2409  
 Anderson, G.E., Jr. - 4468  
 Anderson, J.E. - 821  
 Anderson, R.H. - 4772  
 Anderson, S. - 4391  
 Annan, N. - 4637  
 Anodin, G.S. - 3955  
 Anstett, M. - 3956  
 Apanasewicz, N. - 2891,4859, 4860  
 Aparicio, L. - 414  
 Apter, D.E. - 7  
 Arabian American Oil Company - 2249  
 Araoz, A.B. - 3993  
 Arasteh, R. - 126  
 d'Arboussier, G. - 2151  
 Arias Osorio, E. - 1627  
 Arif, M. - 2410  
 Arles, J.P. - 4638  
 Armitage, P.H. - 2947-2949  
 Armsby, H.H. - 4023  
 Arnstein, G.E. - 4787  
 Arregger, C.E. - 3540  
 Arrow, K. - 245,3775,4639  
 Artigas, D. - 2809  
 Ashby, (Sir) E. - 896,897, 1922-1924,2133  
 Asher, R.E. - 8  
 Asian Institute of Educational Planning and Administration - 415,1063,1064,2206-2208, 3378,4568  
 Askwith, T. - 2596  
 Asociacion Nacional de Directores de las Escuelas Superiores de Agricultura - 2411

Asociacion Nacional de Facultades y Escuelas de Ingenieria - 2196  
 Asociacion Nacional de Universidades y Institutos de Ensenanza Superior - 2134  
 Association des universites entiereement ou partiellement de langue francaise - 1925  
 Association europeene de societes d'etudes pour le developpement - 743,924  
 Association francaise pour l'accroissement de la productivite - 4925  
 Association of Universities and Colleges of Canada - 3175  
 Associazione per lo Sviluppo dell'Industria nel Mezzogiorno (SVIMEZ) - 1392,4157  
 Aubanel, P. - 2763,3534  
 Auerhan, J. - 3019,3641  
 Auger, G.A. - 1833  
 Aukrust, O. - 246,247  
 Austrian Institute for Economic Research - 2251,3334  
 Avramov, T. - 248,1305,2152, 2252,3917  
 Awasthi, S.P. - 4070  
 Awokoya, S.O. - 898  
 Axelrad, S. - 4361  
 Axt, R.G. - 3173,3176

## "B"

Ba, H. - 2185  
 Baade, F. - 4392  
 Babbidge, H.D. - 3177,3289  
 Babino, E.F. - 2253  
 Bacchus, M.K. - 1680,2791,4271  
 Bahr, K. - 416,417,618,1346, 1362,3048,3776  
 Baier, K. - 4393  
 Bailey, S.K. - 1786,3106  
 Bakamis, W.A. - 1834,2254  
 Baker, C.A. - 2895  
 Baker, R.N. - 2412  
 Bakke, W.E. - 3642  
 Bakole, M. - 1927  
 Baldwin, G.B. - 1157,3891  
 Baldwin, R.E. - 9  
 Ball, L.B. - 418  
 Balogh, T. - 127,128,249,419, 700,2413,2950,4640,4641  
 Banco de Mexico - 2368  
 Bank of Israel - 250

- Banovitch, A. - 2858  
 Barber, B. - 4272  
 Barber, C.L. - 1928,2033  
 Barbieri, L. - 1835  
 Bardeci, O.J. - 3107,3335  
 Barker, D. - 3563  
 Barkin, S. - 4071  
 Barloga, F.L. - 2369  
 Barlow, M.L. - 2282  
 Barnes, M.W. - 1787  
 Barnett, K.D. - 2810  
 Barsov, V. - 3049  
 Bartell, E. - 1892,2273  
 Basdevant, J. - 3535  
 Baster, N. - 10  
 Batten, T.R. - 129  
 Bauer, P.T. - 11  
 Bayoumi, M.S. - 2414  
 Beales, A.C.F. - 3050  
 Beasley, K.L. - 130  
 Beauchamp, G.A. - 2859  
 Beauchamp, K.E. - 2859  
 Bebell, C.F.S. - 1788  
 Becker, G.S. - 251,252,4601,4642  
 Beckerman, W. - 420,4125,4469  
 Beckwith, B.P. - 4394  
 Beeby, C.E. - 72,629,1836,2884  
 Beer, S. - 2255,2256  
 Behler, P. 2257  
 Behrendt, R.F. - 3643  
 Bell, D. - 4395,4396  
 Bell, G. - 421,1279  
 Beloff, M. - 3178  
 Belshaw, C.S. - 3447  
 Beltran, G.A. - 1929  
 Bemtgen, G. - 2764  
 Benard, J. - 2951  
 Bender, W.J. - 3252  
 Benedict, B. - 131  
 Benge, R.C. - 4874  
 Benjamin, H.C. - 4912  
 Benjamin, H.R.W. - 1930  
 Benne, K.B. - 4773  
 Bennett, C.B. - 2258  
 Bennett, F.V. - 3798  
 Bennett, N. - 3851  
 Bennis, W.G. - 4773  
 Benson, C.S. - 253-255,2259,2686,3051,3052,3112,3435,4470,4471  
 Benton, J.E. - 4397  
 Benveniste, G. - 422, 1538, 1698, 2597,2896,2897,3475,3476,4774  
 Benyoussef, A. - 995  
 Bereday, G.Z.F. - 73,423,1931,2765,2898,4212,4265,4266  
 Berelson, B. - 1932  
 Berg, E. - 3799  
 Berg, H. - 424,425  
 Berge, M. - 2415  
 Bergson, A. - 343  
 Berkner, L.V. - 3179  
 Bermna, A.J. - 4024  
 Bernal Escobar, A. - 1628  
 Bernheim, C.T. - 2136  
 Bernick, P. - 4398  
 Bertelsen, P.H. - 2598,2599  
 Bertram, G.W. - 256  
 Betancur-Mejia, G. - 1539  
 Bettelheim, C. - 344  
 Beynon, J. - 4472  
 Bhalla, A.S. - 3900,3906  
 Bhola Singh, H. - 4775,4776  
 Van Bibber, L.C. - 2810  
 Biddle, B.J. - 2939  
 Biesheuvel, S. - 955,4349, 4350  
 Bigelow, K.W. - 132,3521,3574,3579,3598  
 Billerbeck, K. - 3800,3864  
 Binon, J. - 1323,1324  
 Biobaku, S. - 2860  
 Bjork, R.E. - 3180  
 Bjork, Robert - 68,69  
 Blakey, K.A. - 3644,3801  
 Blandy, R. - 2153,2260,2558,2743  
 Blank, D. - 4025  
 Blanke, V.E. - 1789,4777  
 Blaskovic, O. 4388  
 Blaug, M. - 257,423,426,2559,2952,3971,4250,4473,4474,4508,4512,4643-4645,4749,4750,4814-4816  
 Blinchevski, F.L. - 2261  
 Blitz, R.C. - 133,258,1609,3302,3379,3400,3998,3999  
 Blot, D. - 657,3303,3304  
 Blum, J. - 74,2953  
 Blum, V.C. - 3181  
 Board, V. - 4817  
 Bodart, N. - 4543  
 Bodenhöfer, H-J. - 259,4072  
 Boeninger, E. - 534  
 Boesch, E.E. - 75,427,1837,1882,2560  
 Bogdanov, I.M. - 2811  
 Bokelman, W.R. - 2050  
 Boktor, A. - 1019  
 Bolanos, R. - 2600,3053  
 Bolibaugh, J. - 134  
 Bolin, R. - 2156  
 Bombach, G. - 260,1347,3645,3646,3712,3713  
 Bone, L.W. - 1883  
 Bonilla, F. - 113,135  
 Bonner, J. - 4400  
 Borghi, L. - 1393  
 Borus, M.E. - 4646  
 Bos, H.C. - 3033,3034,3054,3242, 4243  
 Bosco Pinto, J. - 2561  
 Botti, M. - 136,3405,3714  
 Bottomley, A. - 4647  
 Botzaris, A. - 3514  
 Boulding, K. - 3647  
 Bousquet, J. - 2209  
 Bowen, W.G. - 261,262,2727,3182,3715,4179  
 Bowles, F.H. - 380,4273-4276  
 Bowles, L.J. - 2899  
 Bowles, S.S. - 2954,2955,4544  
 Bowman, M.J. - 137,244,263-267,413,2687,3381,3648,3716,4073,4648,4649  
 Bowyer, V. - 268  
 Braginskii, B.I. - 3957,4126  
 Braibanti, R. - 12  
 Braithwaite, E.W. - 138  
 Brand, W. - 428,3055,3865,4206  
 Brasseur, M. - 3524  
 Bravo, L.M. - 1699  
 Bray, D.W. - 2567  
 Bray, F. - 2262  
 Brazer, H.E. - 305,4251,4277,4548  
 Brech, K. - 4399  
 Breitenbach, D. - 4074,4075  
 Brembeck, C.S. - 96, 1266,3477,4278,4818,4861  
 Brennan, T.J. - 2263  
 Brewin, D.R. - 2416,2417  
 Brice, E.W. - 4898  
 Brickell, H.M. - 4778  
 Brickman, W.W. - 3717  
 Bridgeman, D.S. - 4602  
 Brimble, A.R. - 4317  
 Brinkmann, G. - 4603  
 British Broadcasting Corporation (BBC) - 2900  
 Briukhovets, D.F. - 2264  
 Brolin, K.G. - 658  
 Bronfenbrenner, U. - 4746  
 Brooks, G.E. - 4530  
 Brown, A. - 3972  
 Brown, A.F. - 3672  
 Brown, B.W., Jr. - 4569  
 Brown, D.G. - 2688,4751  
 Brown, E.G. - 1933  
 Brown, H. - 4400  
 Brown, L.C. - 139,996,997  
 Brown, R. - 3649  
 Brucher, F.J. - 2418,2419  
 Brumbaugh, A.J. - 1934  
 Brunner, E.de S. - 4180  
 Bryant-Dukuly, W. - 2601  
 Bryson, L. - 4401,4402  
 Brzezinski, Z. - 3515,4403  
 Buakasa Rulu - 765  
 Buckley, L.F. - 2602  
 Bukhman, K.N. - 2265  
 Bullock, N. - 2957  
 Burbano Martinez, H. - 226  
 Eurgess, T. - 3872  
 Burkhead, J. - 3094,3164,4475,4476,4513  
 Burns, D.G. - 76  
 Burns, H.W. - 77  
 Burr, D.W.W. - 2369  
 Burroughs, G.E.R. - 4351  
 Burston, W.H. - 3108  
 Burtie, J. - 4127  
 Busia, K.A. - 78,2861,4352  
 Bustie, J.G. - 4404  
 Butani, X.N. - 4170  
 Butter, I.H. - 4650  
 Buttrick, J. - 1935  
 Butts, R.F. - 2210,2792,3575,3576

## "C"

- Caballero, A.N. - 1884  
 Cain, J.H. - 3183  
 Cain, L.F. - 827  
 Cain, R.W. - 4027  
 Caire, G. - 3611  
 Cairncross, A.K. - 13  
 Calder, N. - 4405  
 Calder, R. - 4752  
 Caldwell, J.T. - 1936  
 Caldwell, L.K. - 3478  
 Caldwell, O.J. - 3577, 3578  
 Callaway, A. - 79, 2537, 2603, 3109, 4706-4711  
 California Coordinating Council for Higher Education - 2154, 2689, 4028  
 Calkins, R.D. - 3184  
 Calkins, R.N. - 3407  
 Cameron, J. - 4570  
 Campbell, A. - 4353, 4657  
 Campbell, A.K. - 3305  
 Campbell, R. - 2958, 4252, 4279  
 Campiglia, N. - 3761  
 CAPES - 4280  
 Cannon, G.O. - 2793  
 Caplow, T. - 2690, 2728  
 Capron, W.M. - 3775  
 Carelli, D. - 429, 571, 1610, 1611, 4565  
 Carey, C. - 4390  
 Carlson, R.O. - 4779, 4780  
 Carnoy, M. - 4652, 4653  
 Carley, V.A. - 2682  
 Carpenter, F. - 187  
 Cariola, P. - 430  
 Carol, A. - 4654  
 Carovano, J.M. - 3186  
 Carroll, A.B. - 4668  
 Carroll, J.B. - 652  
 Carr-Saunders, A.M. - 2725, 3619  
 Carson, A.L. - 2137  
 Carter, C.F. - 3185, 3406, 4477, 4753  
 Carter, J.R. - 630, 701  
 Cartier, M. - 1110  
 Cartter, A.M. - 1938, 2691, 2692, 3291, 4545  
 sa Carvalho, J.Z. - 3996  
 Cash, W.C. - 3718, 3802  
 Cassel, P.G. - 4264  
 Castano, T.R.A. - 4514  
 Castillo, I. - 2779  
 Castle, E.B. - 1008  
 Castner, R. - 4515  
 Caunce, F. - 2266  
 Cave, W.M. - 187, 235  
 Celarie, A. - 2901  
 Centralny Ośrodek Metodyczny Szkolnictwa Zawodowego Poland - 2370  
 Centre for Educational Studies (Mexico) - 140, 269  
 Centre for the Study of Education in Changing Societies (Amsterdam) - 1839  
 Centre d'etude des problemes sociaux et professionnels de la technique (Brussels) - 2812  
 Centre de recherches sur l'economie de l'education (Paris) - 3292  
 Centro Europea dell'Educazione (Rome) - 1394  
 Centro Regional de Construcciones Escolares para America Latina (Mexico) - 2813, 2814, 2855  
 Centre regional de formation des cadres superieurs de l'enseignement dans les Etats Arabes (Beirut) - 2766  
 Centro Studi Investimenti Sociali - 4655  
 Cerych, L. - 3479-3481, 3493, 3620, 4781  
 Chadwick, C.M. - 2862  
 Chagula, W.K. - 1940  
 Chamberlain, N.W. - 666  
 Chambers, M.M. - 1941, 3187  
 Chambers, R. - 2202  
 Chambre, H. - 3425  
 Chance, W.A. - 3719, 4026  
 Chang, C.W. - 2421, 2487  
 Chaparro, A. - 2422, 2525  
 Chaplin, B.H. - 2863, 4354  
 Chapman, D. - 2902  
 Chapuy, M. - 2197, 3919  
 Chari, A. - 1840, 1886  
 Charkiewicz, M. - 431, 1425  
 Charles, P. - 2538  
 Charleson, W.R. - 1640  
 Charriere, J. - 799  
 Chase, S. - 4406  
 Chauleur, P. - 2155  
 Cheal, J.E. - 4478  
 Chen, T.H. - 1111, 2794  
 Chenery, H.B. - 3448  
 Cheng, C-Y. - 3870  
 Cherryholmes, C.H. - 2959  
 Cheselka, A. - 1887  
 Chesswas, J.D. - 659, 1009, 2212, 3398, 3408, 4479  
 Chin, R. - 4773  
 Chirikos, T.N. - 432, 1580, 4900  
 Chiswick, B.R. - 4601  
 Chitty, A.M. - 1944  
 Chowdhury, A.H. - 433, 1227  
 Chung Shih - 1945  
 Chuprunov, D.I. - 2269  
 Cibotti, R. - 1615  
 Cicourel, A.V. - 434  
 Clark, B.R. - 80  
 Clark, D.L. - 1946  
 Clark, H.F. - 2540, 3383  
 Clark, P.G. - 702  
 Clark, R.L. - 3650  
 Clarke, A.C. - 4407  
 Claus, H-J. - 2270  
 Clay, C.H. - 2423  
 Clement, P. - 64  
 Clement, W. - 141  
 Clements, R.V. - 4355  
 Cleveland, J. - 4541  
 Clifford, J.M. - 3454  
 Clignet, R.P. - 1888, 4281, 4282, 4356  
 Clinton, J.V. - 2424  
 Clough, D.J. - 2960, 2961  
 Clough, R.H. - 3794  
 Clower, R. - 828  
 Clutton-Brock, G. - 2604  
 Coble, L.S. - 2885  
 Cogniot, G. - 1325  
 Cohen, E. - 1793  
 Cohen, S. - 2962, 4181  
 Cohen, W.J. - 305, 4548  
 Colberg, M.R. - 142  
 Cole, C.W. - 2802  
 Cole, E.T. - 1889  
 Cole, G.D.H. - 2271  
 Cole, T. - 105  
 Coleman, J.S. - 6, 81, 4546  
 College Entrance Examination Board, College Scholarship Service - 3254  
 Collier, G. - 1947  
 Collins, S. - 4571  
 Colm, G. - 345, 346, 3111, 4214  
 Colombo Plan Bureau - 2272, 3622  
 Comas, J. - 1540  
 Commission for Technical Cooperation in Africa - 2488  
 Commission on Financing Higher Education - 3188  
 Commission royale d'enquete sur l'enseignement dans la province du Quebec - 1773  
 Committee for Economic Development - 270, 3112, 4604, 4782, 4783  
 Committee for the Promotion of Educational and Cultural Activities in Africa - 2903-2905  
 Committee on Pre-University Education - 1890  
 Committee on Utilization of College Teaching Resources - 4754  
 Committee on Utilization of Scientific and Engineering Manpower - 4755  
 Commonwealth Education Conference - 677, 678  
 Communauté Economique Européenne - 3449  
 Comte, G. - 350, 809, 1949  
 Conant, J.B. - 1790-1792  
 Condliffe, J.B. - 3450  
 Confederacion de las Universidades de Centro-america - 3983

- Connecticut, Study Commission on Higher Education - 1950  
 Connelly, J.C. - 827  
 Connor, D.M. - 82  
 Conrad, H.S. - 3253  
 Conseil general des etudiants etrangers en Belgique - 4077  
 Consejo Superior Universitario Centroamericano - 4215  
 Cook, D.A. - 3682  
 Cooke, L.H., Jr. - 2156  
 Coombe, T. - 4705  
 Coombs, P.H. - 83,435-438, 1541,1951,2213,2921,3579  
 Cooper, C.E. - 2683  
 Cooper, R.N. - 3189,3255  
 Corazzini, A.J. - 1892,2273, 2403,4702  
 Corbett, A. - 1468  
 Corlett, J. - 3113  
 Cormack, M.L. - 84,227  
 Cornehl, J.V. - 1723,4008  
 Cornélisse, P.A. - 3054  
 Corpet, Y. - 2541  
 Corporacion de Fomento de la Produccion (CORFO) - 3409, 4000-4002  
 Correa, H. - 144,271,272,386, 387,439-441,1542,1891,2267 2274,2815,2864,2963-2970, 3043,3651,4547,4572  
 Costa, E. - 3652  
 Cotgrove, S.F. - 2275,4182  
 Cotner, T.E. - 4877  
 Cottier, W.L. - 2266  
 Couch, M. - 4862,4863  
 Coulon, M. - 1300  
 Council of Europe - 2803  
 Cowan, L.G. - 145  
 Cox, R.W. - 273  
 Cox, T.H. - 3892  
 Crabbs, R.F. - 1952  
 Creamer, D. - 4605  
 Creedy, L.A. - 2779  
 CREFAL - 4875  
 Crookall, R.E. - 1843  
 Crossley, J.R. - 4128  
 Crow, D. - 3564  
 Cuisenier, J. - 4357  
 Culbertson, J. - 1794,4784  
 Cummings, R.L. - 3994  
 Cunha, N. - 3371  
 Curle, A. - 85,86,347,442,443, 688,1228,2214,2503,3482  
 Curtis, A. - 2526
- "D"
- Dahinden, M. - 1953  
 Dahllof, U. - 2865  
 Dandekar, J.M. - 1845  
 Dandekar, V.M. - 4756  
 Danieli, S. - 632  
 Daniels, M. - 2816  
 Danieri, A. - 444,1954,4656  
 Darkwa, K.A. - 146
- Darling, H.S. - 2425  
 Darnton, W. - 2840  
 Dartigue, M. - 445,633,1020, 2817  
 Datar, B.N. - 3873  
 David, H. - 3653,3720  
 David, M. - 305,2605,4257, 4277,4548,4624  
 Davis, C.F. - 3823  
 Davis, J.A. - 3256,4283,4358  
 Davis, O.A. - 3401  
 Davis, P.H. - 1894  
 Davis, R.G. - 446,1613,1640, 1769,2156,2198,2971,2972, 4004  
 Dawood, H.R. - 1895  
 Dearden, J.R. - 2426  
 Debeauvais, M. - 147,267,274, 447-450,623,703,998,1065, 1066,1229,1543,2276,2564, 2973,3303,3304,3330,3654, 3708,3721,4129,4284  
 Deble, I. - 449,451,4549,4573  
 De Bunsen, B. - 148  
 DeCostar, S. - 766  
 Dedijer, S. - 4901  
 Dehasse, J. - 1956  
 Deheyn, J.J. - 2276  
 Deitch, K.M. - 1797,1957,4253, 4791,4820  
 Dekun, N. - 57  
 DeLandsheere, G. - 2489  
 Delcourt, J. - 275  
 Delegacion Nacional de Sindicatos - 2542  
 De Lipski, V. - 452  
 Delprat, R. - 2215,2427  
 del Rio, F. - 2428  
 Denipoti, E. - 388  
 Denison, E.F. - 276-278,4606  
 Denton, F.T. - 4607  
 DESAL (Centro para el Desarrollo Economico y Social de America Latina, Santiago) - 1544  
 Desamais, R. - 2490,2491  
 Deshmukh, A.G. - 4582  
 Deshmukh, C.D. - 453  
 Deshmukh, D. - 2651  
 Desroche, H. - 87  
 Deutsche Delegation im Ausschuss für Akademische Lehre und Forschung des Europarates - 1958  
 Deutsche Stiftung für Entwicklungsländer - 454  
 de Vaal, J.B. - 2277  
 DeVane, W.C. - 3190  
 DeVries, E. - 14,149  
 DeWitt, N. - 455,1490-1493, 1959,2157,3114,3191,3410, 3958,3959,3979,4029,4657, 4840  
 D'Hoogh, C. - 279,1301,2694  
 Dichgans, H. - 1348  
 Dickson, M. - 3571
- Dieuzeide, H. - 2906  
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Information - 4723, 4761
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 3441,3670,3810,3815  
 Jones, G. - 3671  
 Jones, G.N. - 4812  
 Jones, H.R. - 3100  
 Jones, J.C. - 2309  
 Jones, R.V. - 2008  
 Jones, S.H.M. - 2749  
 Jones, W.B. - 2775  
 Jordan, J. - 4581  
 Jorgensen, A.N. - 2009  
 de Jouvenat, B. - 4443,4444  
 Joyce, R.E. - 4807  
 Juchter, H.T. - 516  
 Judges, A.V. - 3413  
 Judy, R.W. - 2139,2985-2987,  
 4490-4492  
 Jungherr, J.A. - 4523  
 Jungk, R. - 4445

# "K"

Kabir, A.K.M. - 4829  
 Kahan, A. - 2310,4670  
 Kahn, H. - 4446, 4447  
 Kahnert, F. - 2921  
 Kakonge, J. - 2010  
 Kalecki, M. - 354  
 Kamat, A.R. - 4582  
 Kamoga, F.K. - 4580,4725,  
 4764  
 Kaplan, N. - 3208  
 Kapranov, I. - 3612  
 Kapur, R.K. - 2225,2226  
 Kardan, A.M. - 1158  
 Karmack, A.M. - 3625  
 Karp, S.S. - 99,181  
 Karpov, L.I. - 2011  
 Kaser, M.C. - 293,517,4671,  
 4672  
 Katz, J. - 3531  
 Katz, S.M. - 4830  
 Kaufman, J.J. - 294,666, 2311,  
 2870,3672  
 Kaunda, K. - 2012  
 Kaw Sawasdi Panich - 1918  
 Kaya, E. - 518  
 Kaye, B. - 2776  
 Kaysen, C. - 3269  
 Kazamias, A.M. - 178  
 Khater, R. - 2571  
 Keeney, B.C. - 3209,3271  
 Keeney, M.G. - 2988,2990,  
 4539  
 Keezer, D.M. - 3210, 3211  
 Keith, J. - 4581

Keith, J.P. - 4861  
 Keller, D.N. - 2777  
 Keller, R. - 4256  
 Kelley, S.G. - 512,1273a  
 Kelly, J.A. - 3317  
 Kelly, T. - 4884  
 Kelsall, R.K. - 4312,4313  
 Kendall, M. - 4885  
 Kerr, C. - 36,1801,2016,  
 3673  
 Kerr, M.H. - 179,4726  
 Kershaw, J.A. - 2707,2734,  
 2735,2989,4493  
 Khan, M.R. - 4224  
 Khan, M.V.A. - 2505  
 Khan, N. - 1232  
 Khare, G.P. - 662-664  
 Kia Mpansu, G. - 765  
 Kiba, S. - 2131  
 Kibaki, M. - 180  
 Kidd, C.V. - 2017,3212,4098  
 Kiesling, H.J. - 3403  
 Kilby, P. - 2312  
 Kimble, G. - 714  
 Kimmel, D.C. - 2447  
 Kindleberger, C.P. - 37  
 King, A. - 520  
 King, E. - 2018  
 King, J. - 2624  
 King, J.A., Jr. - 355  
 King, S.D.M. - 2313  
 Kingsley, D.J. - 3832,  
 3833  
 Kinkead, K.T. - 4099  
 Kirk-Greene, A. - 4727  
 Kirner, W. - 3674  
 Kitaitzev, V.A. - 4314  
 Kitsuse, J.I. - 434  
 Ki-Zerbo, J. - 2888  
 Klein, L.R. - 4063  
 Klein, V. - 3785,3974  
 Klingelhofer, E. - 4365  
 Klinov-Malul, R. - 4674  
 Kluff, W. - 3242  
 Knall, B. - 389,1214,1278  
 Kneller, G.F. - 4494  
 Knight, J.B. - 3414  
 Knight, R. - 1476,4188,  
 4315  
 Knorr, O.A. - 2019  
 Knowles, W.H. - 4014  
 Knox, A.B. - 2625  
 Koebnick, H.J. - 1837,1882,  
 2504,2560  
 Koenig, H.E. - 2988,2990,  
 4539  
 Koerner, J.D. - 1451  
 Koff, D. - 4366,4748  
 Koinange, A. - 2832  
 Kolmykov, - 2314  
 Kolodnyi, M.G. - 356  
 Komarov, L.A. - 1502  
 Komarov, V.E. - 267,2315-2317,  
 3390,3961  
 Komoski, P.K. - 2913  
 Kopkind, A. - 4448

Kornadt, H.J. - 1837,1882  
 Korol, A.G. - 2020, 2171,  
 3213  
 Kostakov, V. - 3962  
 Kothari, V.N. - 295,3415  
 Kotikova, M. - 2227  
 Kovner, M. - 3617  
 Kraft, R.H.P. - 296,4673  
 Krasota, V.F. - 2448  
 Kratochwil, G. - 99,181  
 Krause, E. - 2545  
 Kreinin, M. - 3559  
 Van de Kroef, J.M. - 4728,  
 4729  
 Kronrod, A. - 3963  
 Krug, W. - 4617  
 Krumholz, K. - 4225  
 Kugler, B. - 1935  
 Kullmer, H. - 665  
 Kumar, S. - 4124  
 Kurland, N.D. - 4795  
 Kuznets, S.S. - 38  
 Kyle, P.W. - 2993

# "L"

Labour Party (Australian),  
 Victoria Branch - 1823  
 Labret, J.L. - 2506  
 Lacayo P., P. - 2796  
 Lachene, R. - 4495, 4540  
 Lalvani, G.H. - 3675  
 Lamparelli, C.M. - 388  
 Lamperein, V. - 2021  
 Lande, C.H. - 182  
 Landsberg, H.H. - 4449  
 Landsberger, H.A. - 4496,  
 4554  
 Lang, A.D. - 827  
 Lang, C.L. - 2751  
 Lange, O. - 357  
 Langford-Smith, N. - 2507  
 Lanhoumey, J.Q. - 778  
 Lansing, J.B. - 3372  
 Laska, J.A. - 1142,2991,2992  
 Lassiter, R.L., Jr. - 4618  
 Lasswell, H.D. - 4450  
 Latin American Demographic  
 Centre - 4226  
 Lauwerys, J.A. - 423, 2703,  
 2765,2898,4266,4316  
 Lave, R.E. - 2993  
 Lavers, R.J. - 3439  
 Lawson, G. - 828  
 Layard, P.R.G. - 2023,2045,  
 3872,4189  
 Lê Thành Khôi - 184,298,521,  
 715,726,1857,2564,3344,  
 3438,4675-4677  
 Lê Thi Nam Trân - 3374  
 Leagans, J.P. - 2626  
 Lebergott, S. - 297

- Lebette, P. - 757  
 Lebreton, L.-J. - 3786  
 LeBreton, P.P. - 358  
 Lecht, L.A. - 1802,3373  
 Lederman, E. - 2172  
 Leduc, G. - 183  
 Léves, D.S. - 3066, 3214  
 Lefeber, L. - 359  
 Leff, N.H. - 522  
 Leherpeux, M. - 2228  
 Leibenstein, H. - 61,3676  
 Leicester, C. - 3677,3737,  
 3975,3982,4174  
 Leipmann, K. - 2546  
 Leistner, G.M.E. - 3626  
 Lekachman, R. - 48  
 Lelong, M. - 1000  
 Lemelev, S. - 3964  
 Lemus, L.A. - 523  
 Lepawsky, A. - 2318  
 Lepawsky, R. - 2318  
 Lerner, D. - 39  
 Lester, R.A. - 3678,4038  
 Lev, D.J. - 4807  
 Leussink, H. - 2024  
 Levasseur, P.M. - 229,4207  
 Levensohn, A. - 496,1797,  
 3063,4791  
 Levin, H.M. - 4544  
 Levine, J.B. - 2987, 4491,  
 4492  
 Levine, L. - 4039  
 Levitan, S.A. - 666  
 Levy, D. - 2025  
 Levy, M.J., Jr. - 40  
 Levy, W.V. - 4619  
 Lewis, A.B. - 2449  
 Lewis, A.J. - 2026,3487  
 Lewis, L.J. - 100, 716,2778  
 Lewis, M.V. - 2311  
 Lewis, W.A. - 41,42,101,300,  
 360,524  
 Leyder, J. - 2027  
 Lind, C.G. - 3360  
 Linder, C.H. - 3787  
 Lindsay, F.H.J. - 3215,3345  
 Lininger, C. - 4625  
 Lins, L.J. - 4227  
 Lipset, S.M. - 58  
 Little, A. - 2028,4343  
 Arthur D. Little Inc., - 1803,  
 1804,2029,2030,2319,2704,  
 2705,2806,2833  
 Little, I.M.D. - 3454,3567  
 Little, J.K. - 525,1805,  
 2320,3216  
 Litviakov, P. - 3957,3962  
 Liu, B.A. - 4228,4229  
 Lobel, E. - 3067,4678  
 Lockwood, J.F. - 2031,2032  
 Lodh, B.K. - 3455  
 Loeb, A.M. - 1613,4004  
 London Teachers' Association -  
 2706  
 Loren, E. - 853  
 Lorimer, J. - 526  
 Lorimer, T. - 3272  
 Lourenco, M.B. - 2779  
 Louri, M.G. - 1553  
 Lourne, S. - 527,1554  
 Loveless, E.E. - 4679  
 Loveridge, A.J. - 979,2778,  
 3812  
 Lowe, G.A. - 4367  
 Loyd, W.S. - 1775  
 Lubin, I. - 2173,2871,  
 3738  
 Lucas, G. - 773  
 Lüscher, K. - 2321  
 Lutwama, U.S. - 3798  
 Lyden, E.G. - 4525  
 Lyle, J. - 2921  
 Lyle, J.R. - 4555  
 Lyons, R.F. - 528-530,1282,  
 1283,1514,2229-2231,3391,  
 4082  
 " M "  
 MacArthur, R.S. - 4317  
 Maccia, G.S. - 2995  
 Machlup, F. - 301,2736,3392  
 Maciel, C.F. - 1587,1588,  
 3132  
 MacMillan, R.G. - 4318  
 Macomber, F.G. - 645  
 Maddison, A. - 3456,3457,  
 3488,3627  
 Maddox, J.G. - 1806  
 Magelli, P.J. - 3218  
 Maheu, R. - 1555,3502  
 Maiter, B. - 1956  
 Majumdar, D.N. - 4732  
 Makhmoutov, M.I. - 3168  
 Malassis, L. - 2508-2510,  
 2531  
 Maleche, A.J. - 2657,4586,  
 4587  
 Malherbe, E.G. - 3739,3840  
 Malleson, N. - 4556  
 Mangum, G.L. - 3679,4143  
 Manley, R. - 3565  
 Manzano, M.B. - 3375  
 March, G.B. - 4190  
 Marcus, M.J. - 4665,4667  
 Mardin, S. - 531  
 Margill, - 82  
 Marien, M.M. - 3046,4467,4926  
 Markham, A.E.G. - 2450-2454  
 Mars, J. - 3681  
 Marsden, A.W. - 2455  
 Marsh, J. - 2192  
 Marsh, P.E. - 3106  
 Marshall, H.D. - 2807  
 Marmaduke, A.S. - 3294  
 Martin, D. - 2648  
 Martin, E.C. - 1779  
 Martin, F.M. - 4291  
 Martin, S.F. - 532  
 Martin, V. - 2322  
 Martin, W.B. - 2035  
 Martinoli, G. - 1396,1397,  
 2036,2547,3940  
 Martorana, S.V. - 2037,3223  
 Marvick, D. - 4319  
 Marzocco, F.N. - 2872  
 Mascaro, C.C. - 1589  
 Masland, J.W. - 3600  
 Mason, E.S. - 62,361  
 Masters, N.A. - 1808, 1809  
 Mastriaux, R. - 2658  
 Masulit, T.A. - 2708  
 Mateo V., F. - 185  
 Matheny, K. - 4581  
 Mather, J.P. - 3068  
 Mathews, D.G. - 4906  
 Mathias, R. - 2573  
 Mathur, J.C. - 2914,2915  
 Mathur, V.S. - 2323  
 Matingu, B. - 533  
 Matthew, R. - 3429  
 Mattingly, R.C. - 3273  
 Matus, C. - 1556  
 Mayobre, J.A. - 1557  
 Mboya, T. - 3628  
 McClelland, D.C. - 43,302  
 McClure, W.P. - 467,3099,  
 4410  
 McCormack, J. - 3217  
 McCrensky, E. - 3908  
 McCune, S. - 2033  
 McCusker, H.F., Jr. - 1116,  
 1117,1649,2994,4006  
 McGarry, D.D. - 3295  
 McGee, R.J. - 2690  
 McGinn, N.F. - 1769  
 McGowan, F. - 4830  
 McHale, T.R. - 231  
 McKean, R.N. - 2707,2734,  
 2735,2989,4493  
 McLaughlin, R.T. - 3590  
 McLoughlin, P.F.M. - 4886  
 McLoone, E.P. - 3069,3346,  
 4820  
 McPhee, R.F. - 1810  
 McQueen, A.J. - 186,4308,  
 4730,4731  
 McReynolds, W.B. - 2961  
 McWilliam, H.O.A. - 796  
 Meadows, P. - 4825  
 Mechner, F. - 3682  
 Medard, R. - 1858  
 Medlin, W.K. - 187,235  
 Medsker, L.L. - 2038  
 Medvin, N. - 4191  
 Meeth, L.R. - 4887  
 Mehmet, O. - 4145  
 Meier, G.M. - 44, 362,3458  
 Meier, R.L. - 303,363  
 Melnick, J. - 476  
 Meltz, N.M. - 4192  
 Mendoza, J. - 1725  
 Meranto, P. - 3305  
 Von Merkat, H.J. - 3503  
 Merrett, S. - 3274, 4557,  
 4680  
 Messadi, M. - 1001  
 Messersmith, J. - 2037,2040  
 Meynaud, J. - 4457,4927  
 Mezirow, J. - 4880  
 Micaud, C.A. - 188, 1002

- Michael, D.N. - 4452  
Michigan, University of.  
Institute of Social Research  
- 3587  
Mikesell, R.F. - 3588  
Miles, M.B. - 4796  
Miller, A.R. - 4193  
Miller, F.J. - 4525  
Miller, H.P. 4611,4620-4622  
Miller, J.L., Jr. - 3393,  
4524  
Miller, J.W. - 2041  
Miller, P.A. - 1811  
Miller, R.I. - 4795,4797,4798  
Miller, W.J. - 1861  
Miller, W.L. - 304  
Millett, J.D. - 2042,3219,  
3220,3416  
Mills, G. - 2737  
Mills, H.R. - 2325  
Mills, T.J. - 4040  
Mincer, J. - 2548, 4623,4681  
Miner, J. - 390,3070,3319,  
3320,4230  
Miner, J.B. - 4766  
Misra, A. - 3133  
Mitchell, M.B. - 2916  
Moberg, S. - 1452  
Mohsenin, N. - 4100  
Mokhov, N.I. - 2044  
Molhuysen, P.C. - 4068  
Molina, S. - 534  
Mollet, A. - 2511  
Mondale, W.F. - 4101  
Monoszon, E. - 1504,3140  
Mood, A.M. - 2996  
Moom, R.G., Jr. - 3275,3276  
Moor, R.E. - 3221  
Moore, E.C. - 3222  
Moore, W.E. - 31, 4453  
Moorthy, S.K. - 2997  
Moral, P.F. - 1243  
Moreira, J.R. - 170,189-192,  
236,1558,1590  
Morgan, G.D. - 3589  
Morgan, J.N. - 305,4548,  
4624,4625  
Morgan, T.B. - 2889  
Morgant, M.E. - 717  
Moriguchi, C. - 3272  
Morison, D. - 3613  
Morote Gamboa, G. - 193  
Morphet, E.L. - 1812-1814,  
4454,4455,4799  
Morris, C.T. - 2  
Morrison, D.G. - 3223  
Morrison, D.H. - 2085  
Morsch, W.C. - 4194  
Morse, A.D. - 4800  
Morse, J.F. - 3224,3293  
Mort, P.R. - 3071, 4801  
Mortimore, F.J. - 4807  
Morton, A.S. - 2709  
Moser, C.A. - 1472,2045,2046,  
2998,3740,3976  
Mosher, E.K. - 1786  
Mots, A. - 2379  
Motsch, E. - 3817  
Mouly, J. - 391,403  
Moustapha, H. - 2326  
Movsovic, M.I. - 4888  
Moyes, A. - 3568  
Mphalele, E. - 823  
Muchenhirn, E.F. - 2659  
Musham, H.V. - 2203  
Muir, R.K. - 4369  
Mukherjee, K.C. - 2047  
Muller, W. - 667  
Mundt, H.J. - 4445  
Munger, F.J. - 3072,3134  
Munoz Izquierdo, C. - 535,  
3135,3417,4497  
Munster, J.E., Jr. - 2048  
Muntz, E.E. - 2174,4041  
Murr, G. - 1193  
Murray, R.N. - 2780  
Musgrave, P.W. - 4195,4257  
Musgrave, R.A. - 3225  
Mushkin, S.J. - 306,1815,  
2049,2050,2327,3073,3074,  
3136,3226,3346,3741,4541  
Musone, A. - 902,3109  
Von Mutius, B. - 1356,  
1357  
Mwanakatwe, J.M. - 1051  
Mwendwa, E.N. - 4733,4734  
Mwingira, A.C. - 980,3811  
Myers, C.A. - 167,290,492,  
3673,3683,3727-3729  
Myers, C.N. - 194  
Myers, R.G. - 4073,4102-  
4104  
Myint, H. - 45,307,308  
Myrdal, G. - 46,47
- " N "
- Naficy, H. - 4105  
Naik, J.P. - 1071,1143,4231  
Nair, K. - 102,2532  
Nalla Gounden, A.M. - 164,1144  
Nam, C.B. - 4185,4239  
Nanda, G.L. - 3886  
Naraghi, - 1158  
Nasatir, D. - 195  
Nashat, M. - 2558,2743  
Natalis, E. - 925  
Nathan, H.B. - 2753  
National Advisory Commission  
on Civil Disorders - 4456  
National Council on School  
House Construction - 2835  
National Education Associ-  
ation - 2711,2738,3075,  
3101,4526  
National Educational Materials  
Center - 3601  
National Federation of College  
and University Business  
Officers Association -  
2051,3227  
National Institute for  
Educational Research -  
4588,4735  
National Manpower Council -  
3684-3687,4042,4043,4907  
National Opinion Research  
Center - 4320  
National Planning Associ-  
ation, Agricultural Com-  
mittee - 2512  
National Science Foundation -  
1780,4044-4050,4146  
National Society for the  
Study of Education - 4321  
National Union of Teachers -  
1465  
Naumann, J. - 465,505,536,  
1355,2976,4881  
Naumann, R. - 537,3014  
Nebel, R. - 3927  
Neff, K.L. - 538,2380,  
3489,4867  
Nelson, A. - 2052  
Nelson, I. - 2917  
Nelson, R.R. - 309  
Nemore, A. L. - 4143  
Netherlands Economic  
Institute - 2999,3076,3137,  
3228,4196  
Netzer, D. - 3138  
Neurath, P. - 2914,2918  
Newsam, P. - 1893  
New York University. School  
of Education - 2712  
Nguyen Huu Chau -- 2211,  
3329,3382,4682  
Nicol, D. - 903  
Nigerian Association of  
University Women - 2660  
Niini, A. - 2328  
Nishida, K. - 4457  
Noak, H. - 2627  
Noah, H.J. - 2739,3139,3742  
Nordell, L.P. - 3000  
Van Norden, C.H. - 1411  
Norton, J.K. - 3102  
Nour, M.A. - 2533  
Novacco, N. - 4147  
Novack, D.E. - 48  
Novaes, P. - 3001  
Novick, D. - 4542  
Nozhko, K.G. - 310,1503,1504,  
2060,2175,2329,3140,3965,  
3966,4148  
Nurullah, S. - 3169  
Nyquist, E. B. - 4802  
Nyerere, J. - 103,981

## " O "

O'Brien, R.J. - 2837,3002  
 O'Connell, J. - 145  
 Oddie, G. - 2838  
 O'Donoghue, M. - 1384,1385,  
 3913,3938  
 Oehler, C. - 3277,3278,  
 4232  
 Ogunshaye, A. - 196,3688  
 Ohiin, G. - 3459  
 Okigbo, P.N.C. - 3321  
 Okita, S. - 3898  
 Oldman, H. - 1862  
 Oliensis, D. - 4370  
 de Oliveira, A.B. - 3996  
 Olivera, J.H.G. - 4498  
 Oluwasanmi, H.A. - 2456  
 O'Neill, I.M. - 3297  
 Ontario Institute for  
 Studies in Education - 4803  
 Orcutt, G. - 3003  
 Ordoobadi, A. - 57  
 Orellana, E. - 4322  
 Organisation for Economic  
 Cooperation & Development  
 (OECD, Paris) - 63,311,312,  
 392,541-547,625,668,681,  
 682,1274a,1275a,1284-1290,  
 1297,1315,1345,1369,1370,  
 1380,1391,1412,1413,1429,  
 1431,1439,1443-1446,1459,  
 1467,1483,1484,1530,1559,  
 1570,1722,1781,2176-2179,  
 2232,2233,2330,2381-2391,  
 2458,2459,2515,2628,2839,  
 3004-3006,3249,3348-3354,  
 3394,3460-3464,3689,3690,  
 3743-3746,3788-3791,3910,  
 3911,3914,3934,3935,3939,  
 3942,3943,3946,3948-3950,  
 3989,4018,4019,4021,4052,  
 4053,4151-4153,4323,4767,  
 4768,4831,4846  
 Organisation for European  
 Economic Cooperation (OEEC,  
 Paris) - 2373,2392,2432,  
 2433,3141,3909  
 l'Organisation internationale  
 des agriculteurs d'outre-mer  
 -2513  
 Organization of American  
 States (OAS) - 539,540,604-  
 607,648,655,1515-1529,1604,  
 1917,2514,2457,2797,3157,  
 3629,4149,4150  
 Organski, A.F.K. - 49  
 Orlans, H. - 2063,3229  
 Orleans, L.A. - 1112,2180,  
 3871  
 Orłowski, M. - 3077  
 Ornstein, J. - 2874  
 Orr, J.G. - 3977  
 Orr, P.G. - 2713

Ostheimer, R.H. - 3230,3279  
 Oteiza, E. - 3418,3990,  
 3991,4769  
 Othiambo, D. - 824  
 Othieno, N.A. - 197  
 Othman, A.I. - 2629  
 Otieno, N.C. - 2181  
 O'Toole, J.F., Jr. - 3007  
 Ovens, D. - 313  
 Overton, E.W., Jr. - 2331  
 Ozga, W. - 1426  
 Oznobine, N.M. - 1505

## " P "

Page, A. - 548,2332,2333,  
 3121,3922  
 Page, D.A. - 4683  
 Pahman, A.F.M.K. - 1072  
 Palm, G. - 3322,3323,3355  
 Palmer, G.L. - 4063  
 Pan American Union - 153,  
 198,393,549,550,669,2631,  
 3142,3630,4832  
 Panchmukhi, P.R. - 4558  
 Pandit, H.N. - 3887,4736  
 Pant, P. - 104,237,3747,  
 3748,3872,3888  
 Paquette, R. - 1776  
 Parillo, F. - 315  
 Park, S.-J. - 2622,4823  
 Parker, F. - 199,1049,4868  
 Parkyn, G.W. - 4324  
 Parnes, H.S. - 551-555,626,  
 1291-1293,3749-3752,3912,  
 4197,4208,4258  
 Parody, O.F. - 556  
 Parrish, R.M. - 3079  
 Parry, S. - 4654  
 Parthasarathi, A. - 4107  
 Pasquale, C. - 1591,1864  
 Passenier, J. - 2714  
 Paterson, I.W. - 3333  
 Patricio, S.J. - 430  
 Paukert, F. - 3691  
 Paul, S. - 2560  
 Paulme, D. - 2661  
 Paul-Pont, I. - 200  
 Paulsen, A. - 316  
 Paulus, J. - 925  
 Pauly, M.V. - 3078  
 Pauvert, J.-C. - 557,558,2632  
 Payne, G.L. - 3978  
 Payne, K.T. - 2890  
 Paz, S. - 2182  
 Peacock, A.T. - 3080,3081,  
 3143,3439,3753  
 Peaslee, A.L. - 317  
 Pedro, P.S. - 185  
 Peel, E.A. - 4372  
 Peil, M. - 4325,4371  
 Pelligrin, R.J. - 4669  
 Perez, I. - 2182

Perkins, J.A. - 3231  
 Perloff, H. - 404  
 Perrone, P.A. - 2404,2726  
 Perroy, H. - 4527  
 Peston, M.H. - 3971,4749,4750  
 Peterson, A.D.C. - 4458  
 Peterson, LeR.J. - 3103  
 Pethe, V.P. - 1865  
 Petit, J. - 4373  
 Petry, D.J. - 2276  
 Pettit, L.K. - 1809  
 Peusner, L.W. - 39  
 Phelps, E.S. - 309  
 Phillips, H.M. - 559,560,  
 3490  
 Phipps, B.A. - 2755  
 Phipps, P. - 2633  
 Pickering, D.C. - 2460  
 Picot, B. - 2574  
 Picot, G. - 2574  
 Pieraccini, G. - 1398  
 Pierson, G.K. - 318  
 Pincus, C. - 2516  
 Pincus, J.A. - 50,3465  
 Pinilla, A. - 201  
 Piore, M.J. - 2550  
 Piper, D.C. - 105  
 Pires, E.A. - 683,2779  
 Pirozynski, Z. - 3077  
 Pi-Sunyer, O. - 2156  
 Pitchell, R.J. - 3232  
 PLANDES (Societe Chilena de  
 planificacion y desarrollo,  
 Santiago) - 2065  
 Platt, W.J. - 106,202,319,  
 364,561,562,1612,1613,1821,  
 3903,4004,4198  
 Ploughman, T. - 2840  
 Podesta, E.A. - 1649,2334,  
 4006  
 Podoluk, J.R. - 4626  
 Poignant, R. - 394,395,1276a,  
 1329-1335,2841,3123,3124,  
 4326  
 Polak, F.L. - 4459  
 Political and Economic  
 Planning - 4770  
 Pollard, J.A. - 3233  
 Pollen, P. - 3440  
 Polley, J.W. - 3071  
 Pons, P.V.G. - 64  
 Porter, A.T. - 2067  
 Porter, E.H. - 4528  
 Porter, R.C. - 2715,3008  
 Porter, W.P. - 203  
 Potekhin, L. - 3085,3324  
 Poulier, H. - 1098  
 Prates, S. - 3761  
 Pratt, R.C. - 2068  
 Pratt, S. - 980,1465,3812  
 Prehoda, R. - 4460  
 Prest, A. R. - 3082,3234,  
 4684  
 Préval, C. - 2415



Princeton University.  
Industrial Relations  
Section - 4908  
Prosser, R. - 2634  
Proust, G. - 449  
Proust, J. - 4589  
Pyatt, G. - 286,3655  
Pye, L.W. - 51

## " Q "

Quattlebaum, C. A. - 2069,  
3235,3280  
Quetsch, C. - 4234  
Quinquennial Advisory  
Commission - 3236  
Quirolgico, D.G. - 2335

## " R "

Rado, E.R. - 564,719,1010,  
3754-3756,3798,3813-3815,  
3850,4685  
Raharosaona, Z. - 2662  
Ramage, R. - 2183,3692  
Ramarosaona, E. - 2575  
Ramirez Arias, M. - 1552  
Rao, V.K.R.V. - 107,4737,4738  
Raphaelli, N. - 204  
Rashid, M. - 4739  
Rasof, E.I. - 3009  
Ray, G.N. - 2070  
Ray, R.S. - 3863  
Von Recum, H. - 684  
Redfern, P. - 2998,3010,3740  
Regional Centre for the  
Advanced Training of Educa-  
tional Personnel in the Arab  
States - 4847  
Regional Centre for the Train-  
ing of Educational Planners,  
Administrators & Supervisors  
in Asia (New Delhi) - 565,  
1073,1074,2235,2236,2781  
Regional School Buildings  
Centre for Africa - 2856  
Reichel, D. - 2622,4828  
Reichhold, F. - 566  
Reiff, H.W. - 4327  
Reifman, L. - 3083  
Reimer, E. - 4155  
Reller, T.L. - 2071  
Renault, A. - 3145  
Renneboog, F. - 4235  
Renoirte, T. - 2663  
Rens, J. - 2337  
Renshaw, E. - 4499,4686  
Rescher, N. - 4393  
Research for Better Schools  
Inc. - 4921  
Resnick, I.N. - 982,3842

Resnick, J.R. - 3843  
Restle, F. - 3011  
Reusser, W.C. - 3071  
Richards, A. I. - 2664  
Richardson, J.C.P. - 2576  
Richmond, W.K. - 569,1277a  
Rickards, M. - 4461  
Riese, H. - 3646,3757,  
3929,3930  
Riesman, D. - 2077  
Riew, J. - 3395  
Rimmington, G.T. - 650  
Rio de Janeiro. Instituto  
nacional de estudos  
pedagogicos - 1867  
Ritterband, P. - 4108,4109  
Rivera, L.L. - 388  
Rivière, C. - 802  
Rivlin, A.M. - 2339,2340,  
3237,4259,4687  
Robaye, F. - 4374  
Robbins, L.F. - 2844  
Robbins, (Lord) - 2078,2143  
Roberts, B.C. - 3693  
Robinson, A.J. - 2079  
Robinson, E.A.G. - 52,53,  
65,320  
Robinson, H.J. - 1116  
Robinson, J.H. - 3592  
Robinson, R. - 720  
Robock, S.H. - 3631  
Roca, P. - 3419  
Roche, J.C. - 205,2237  
Rockefeller Brothers Fund -  
206  
Rodrigues, M.L. - 189  
Rodriguez, M.R. - 570  
Rodriguez Bou, I. - 2080  
Rodriguez-Pacheco, O. - 1737  
Rofail, S. - 1016,1025,3420,  
3694,3857  
Rogers, C.A. - 1908  
Rogers, E.M. - 4805-4807,4922  
Rolff, H.G. - 1358,1898,  
2843,3084  
Romero, F. - 4009  
Romero Lozano, S. - 571,572,  
651,1560-1562,1614,1615,1687  
Rooks, C.S. - 2081  
Roper, E. - 4375  
Rork, J.B. - 2844  
Rose, H. - 2551  
Rossello, P. - 573  
Rosen, H. - 2341  
Rosen, S.M. - 2082,2636,  
2891,3614,4859  
Rosenberg, H.H. - 3238  
Rosenstein-Rodan, P.N. -  
365,3474  
Rosenstiel, A. - 366  
Rosenzweig, R.M. - 3177  
Rosove, P.E. - 4462  
Ross, M.G. - 2083  
Ross, P.H. - 2939  
Rossignol, E. - 2637

Rossin, M. - 2461  
Rostow, W.W. - 54  
Roucek, J.S. - 1817  
Rougevin-Baville, M. - 2184  
Rourke, F.E. - 4530  
Routh, G. - 4627  
Rowat, R. - 2462,2463,4175  
Roxas, S.K. - 207  
Royal Commission on Education  
in British Columbia - 1774  
Royal Dutch Shell Group - 2342  
Rozen, M.E. - 367  
Rozenfeld, N. - 3085  
Rucker, A. - 3633  
Ruin, O. - 4328  
Ruiter, R. - 949,1414,2084,  
3356,3944,3945,4236,4260,  
4329  
Ruml, B. - 2085,2740  
Von Rundstedt, M. - 3281,  
3298,3299  
Ruscoe, G.C. - 208,574,  
1563-1565,4376,4848  
Russell, J.D. - 3239,4237  
Russell, J.E. - 1818  
Rutkevich, M.N. - 4590  
Ryan, C.O. - 1812-1814,  
4454,4799  
Ryans, D.G. - 1819,3012

## " S "

Savelin, W. - 2343  
Sachdeva, O.S. - 4909,4910  
Sachse, E. - 1341,4199  
Sacks, S. - 3325  
Sadie, J.L. - 3816  
Saigal, J.C. - 4189  
Saiyidain, K.G. - 1895,4330  
Salazar Romero, C. - 1726  
Saleh, A.A. - 2892  
Salomon, P. - 321  
Salt, A.F. - 4054  
Salter, R. - 4785  
Samame, B. - 4010  
Sammak, A. - 4531  
Samonte, Q.S. - 3013,4331  
Samper, A. - 3593  
Sanchez, L.A. - 2086,2144  
Sanders, D.P. - 109,2875  
Sanderson, L. - 2665  
Sandgren, L. - 1453, 1494,3951  
Sankale, M. - 2185  
Sarc, O.C. - 209,1460  
Sarodnick, G. - 537,3014  
Sasidhorn, N. - 1268  
Savage, R. - 4569  
Savory, H.J. - 948  
Savvy, A. - 575,4322  
Saxe, J.W. - 576  
Scanlon, D.G. - 145,210  
Scarangelo, A. - 1393  
Scherz-Garcia, L. - 3632

- Scheuch, A.M. - 3278  
 Scheurer, W.W. - 4911  
 Schiefelbein, E. - 577,1616,  
 1617,3015  
 Schmitz, E. - 2983,3048,3357,  
 3358,3389  
 Schneider, J. - 2504  
 Scholten, F. - 4500  
 The Schools Council - 110  
 Schramm, W.L. - 55,2919-2922,  
 2940,4889  
 Schultz, T.W. - 322,323,3293,  
 3594,4688  
 Schutte, E. - 1359  
 Schwarz, B. - 4532  
 Scitovsky, T. - 4628  
 Scoville, J.C. - 4200  
 Scott, A.D. - 4086-4088  
 Scully, G.M. - 4110  
 Secomski, K. - 1423  
 Seers, D. - 3441,3466  
 Segelhorst, E.W. - 4614,4666  
 Selensky, G. - 2343  
 Seltzer, G. - 3827  
 Selvin, H.C. - 4377  
 Selwyn, P. - 978  
 Sen, A.K. - 3016,3758  
 Senf, P. - 3146,3359  
 Sergeev, E.M. - 2044  
 Serrate Reich, C. - 1579  
 Severtsev, V. - 1504,3140  
 Sexton, P.C. - 4629  
 Shaffer, H.G. - 324  
 Shane, H.G. - 2876,4463  
 Shane, J.G. - 2876  
 Shapiro, E. - 3293,3300  
 Shapiro, S. - 3086,3326,3327  
 Shaplin, J.T. - 652,906  
 Shapovalenko, S.G. - 2344  
 Sharma, G.S. - 1145  
 Shearer, J.C. - 3985,3997,  
 4007,4111  
 Sheats, P.L. - 2187  
 Sheehan, J. - 3159  
 Sheffield, E.F. - 4113  
 Sheffield, J.R. - 2517,3825  
 Shelly, E.F. - 2877  
 Sherman, D.R. - 2369  
 Shields, J.J. - 4869  
 Shields, J.R. - 2659,3496  
 Shils, E.A. - 56  
 Shiman, D.A. - 578  
 Shishkin, N.I. - 3967  
 Shiver, E.N. - 111  
 Shoeb, A. - 2552  
 Shoup, C. - 3430  
 Shukla, S. - 112,2238  
 Sjaastad, L.A. - 4114  
 Siegel, B.N. - 4252,4279,  
 4501  
 Siegel, I.H. - 3695  
 Siemer.s-Schuckert-Werke, A.G. -  
 3932  
 de Silva, D. - 2087  
 Silva, O. de O. - 189,2716  
 Silvern, L. - 3017  
 Silvert, K.H. - 113  
 Silvey, J. - 4333,4378  
 Simmance, A.J.F. - 2345  
 Simpson, K. - 4912  
 Simon, K.A. - 3360  
 Sims, A.G. - 4112  
 Singer, H.W. - 57,325  
 Singh, B. - 326  
 Singh, H. - 4913  
 Singh, S.P. - 4  
 Sinha, M.R. - 3696  
 Sirkin, G. - 368  
 Sisco, N.A. - 4020  
 Sisson, R.L. - 3018,3025  
 Sivartsen, H. - 3301  
 Sizer, T.R. - 579  
 Skapski, A. - 2188,2346  
 Skorov, G. - 396,580,581,  
 983,1506,3615,3759,3760,  
 3844,4740  
 Slater, (Sir) W. - 2464  
 Sleeman, J. - 3421  
 Sleight, G.F. - 211,942,1091  
 Sloan, H.S. - 2540  
 Slouka, T. - 2808,2845  
 Smelser, N.J. - 58  
 Smilansky, M. - 4560  
 Smith, B.M. - 3603,4115  
 Smith, C.S. - 2946-2949  
 Smith, D.C. - 2923  
 Smith, H.A. - 3819  
 Smith, J.G. - 4636  
 Smith, J.C. - 2048  
 Smith, J.H. - 3693  
 Smith, K.G. - 2088-2091  
 Smith, M.G. - 4379  
 Smith, R.E. - 4064  
 Smith, R.P. - 827  
 Smith, R. - 2638  
 Smolensky, E. - 4689  
 Smyke, R.J. - 2718  
 Smyth, H.H. - 1268  
 Smyth, J. - 3851,4690  
 Smyth, R.L. - 3098  
 Snead, E.A. - 2347  
 Snowman, D. - 2092  
 Sobel, I. - 582  
 Social Welfare Seminar for  
 Arab States - 2348  
 Sociedad Interamericana de  
 planificacion - 2239  
 Sokol, M. - 3918  
 Solari, A. - 3761,4201  
 Solaru, T.T. - 2798  
 Solomon, E.S. - 670,3019,  
 4230  
 Soltow, L. - 4630  
 Somers, G.S. - 2050,4691,  
 4692  
 Somerset, H.C. - 4741  
 Songe, A. - 4890  
 Sonin, M.Y. - 2351,3968  
 Soper, T. - 3569,3633  
 Sorenson, P.H. - 1821  
 Soria, L.E. - 2593  
 Souillac, P. - 2465  
 Southeast Asian Ministers  
 of Education. Secretariat -  
 1061  
 South Pacific Commission -  
 1822  
 Sow, F. - 2608  
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 developpement economique  
 et social (SEDES, Paris) -  
 627,813,859,875,986,1034,  
 2349  
 Societe generale d'etudes  
 et de planification (Paris)-  
 749,759,775  
 Spaulding, S. - 114,2577,2924  
 Spengler, J.H. - 12  
 Spens, T. - 2518  
 Sperling, H. - 4202  
 Spiegel, E. - 4261,4334  
 Spitalls, G. - 4742  
 Spitz, A.A. - 4835  
 Spitz, J.C. - 2093  
 Spolton, L. - 1909  
 Springer, M. - 2352  
 Springer, U.K. - 1360  
 Srivastava, R.K. - 653,4156  
 Stabler, E. - 721  
 Stabler, J.B. - 2094  
 Stager, D. - 4914  
 Stainaker, J.M. - 3087,3282  
 Stephenson, R.M. - 4335,4381  
 Stigler, G.J. - 3697,4025  
 Di Stampa, B. - 1399  
 Stankard, M. - 3025  
 Stavrianopoulos, A. - 3627  
 Steffire, B. - 4380  
 Steger, H.A. - 212  
 Steindl, J. - 3915  
 Stimbert, E.C. - 4533  
 Stirton, W.E. - 2369  
 Stockwell, E.G. - 4239  
 Stoddard, A.J. - 4808  
 Stoikov, V. - 4055  
 Stoke, H.W. - 3283  
 Stolper, W.F. - 385,907  
 Stone, D.C. - 2189  
 Stone, G. - 4240  
 Stone, R. - 3020-3022,4240  
 Strachan, A. - 3634  
 Streeten, P. - 4641  
 Stretch, K.L. - 2846  
 Stroller, D.S. - 3023  
 Strommes, M. - 2893  
 Stromsdorfer, E.W. - 2353,4692  
 Stroup, T.F. - 4464  
 Strout, A.M. - 3448  
 Strumlin, S.G. - 327,4693  
 Strumpel, B. - 583  
 Stubblebine, W.C. - 3088  
 Subbota, K.I. - 3442  
 Subramanian, M. - 10

Suchodolski, B. - 213,214  
 Sufrin, S.C. - 3170,3284,4915  
 Sugg, M.R. - 4203  
 Sunkel, O. - 2095,2145  
 Sutherland, (Sir) G. - 4116  
 Sutton, F.X. - 3635  
 Svennilson, I. - 328,584,  
 1278a,3361  
 Svenningsson, L. - 4901  
 Swanson, G.I. - 2354  
 Swedish Central Bureau of  
 Statistics, Forecasting  
 Institute - 3024  
 Swerdlhoff, S. - 4133,4158  
 Swift, F.H. - 3147  
 Swift, W.J. - 4631,4704  
 Swing, S.G. - 3511  
 Szabady, E. - 4216  
 Szekeley, M. - 3025

## " T "

Tabah, L. - 4241  
 Tabares, R. H. - 1566  
 Tamayo, A. - 215  
 Tandeciarz, I. - 3418  
 Tansky, L. - 3616  
 Tardits, C. - 2666  
 Taussig, M.K. - 2405  
 Tax Foundation - 3250  
 Taylor, A. - 4382-4384  
 Technical Committee on Costs  
 of Higher Education  
 in California - 3422  
 Teixeira, A.S. - 1593,1869,  
 1870,3148,3149  
 Tena, J. - 2809  
 Tena Artigas, A. - 397,1441  
 Tevoedire, A. - 2356  
 Thackery, R.I. - 2097  
 Thais, H.H. - 628,4131  
 Thayer, H.C. - 2775  
 Theodossopoulos, C. - 2609  
 Thirwell, J. - 1893  
 Thomas, Brinley - 4117  
 Thomas, B. - 4118  
 Thomas, J.A. - 3318,3431,  
 4502,4561  
 Thomas, L.G. - 4204  
 Thomas, R.L. - 1011,3846,3847,  
 3852  
 Thompson, P. - 3699  
 Thonstad, T. - 3026-3028  
 Thorbecke, E. - 3  
 Thore, S.A.O. - 2997  
 Thornley, J.F. - 1871  
 Thorp, W.L. - 2098,2099  
 Thorsrud, E. - 3764,3792  
 Thurston, J.L. - 3848  
 Thut, I.N. - 586  
 Tibbetts, J. - 2782  
 Tickner, F.J. - 3467  
 Tickton, S.G. - 2100,2101,  
 2740,2741,3444

Tilak, V.R.K. - 3889  
 Timar, J. - 3765,3766,  
 3936,3937  
 Tinbergen, J. - 272,369-372,  
 398,587,1294,2970,3029-  
 3034,3242,4162,4243  
 Tissot, P.C. - 2415,2466-2468,  
 2799  
 Titscher, S. - 4592  
 Tobias, G. - 3089,3491,  
 3497,3504,3849  
 Tomanovic, V. - 3171  
 Tomich, V. - 1485  
 Torrance, E.P. - 4336  
 Totten, J.C. - 1269  
 Touré, S. - 803  
 Toussi, M.A. - 1159  
 Training Corporation of  
 America Inc. - 4694  
 Trajtenberg, R. - 4205  
 Tregear, P.S. - 4743  
 Triboulet, R. - 3550  
 Tropp, A. - 116  
 Trouillet, B. - 1302,3151  
 Tul'chinskii, L.I. - 4695  
 Tunmer, R. - 4369  
 Turnbull, W.W. - 4510  
 Turner, C.E. - 2878  
 Turner, W.H. - 3251  
 Tussing, A.D. - 4438

## " U "

Ueberschlag, R. - 1338  
 Ukote, B.O. - 117  
 Ullrich, M.I. - 2848,3417,  
 3433,4497  
 Union generale des etudiants  
 congolais - 4119  
 Universidad de Chile - 1879,  
 2191  
 Universidad de Costa Rica -  
 1634  
 Universities-National Bureau  
 Committee for Economic  
 Research - 331  
 University of Edinburgh.  
 Department of Social  
 Anthropology - 4838  
 University of Malawi - 2118  
 University of Vienna,  
 Institute of Sociology -  
 4341  
 University of Wisconsin -  
 4918,4923  
 United Nations - 118,329,373,  
 375,376,378,654,685,730-  
 732,736,737,741,747,748,  
 832,833,870,871,912,913,  
 921,929,930,933,952,959,  
 966,967,972,1045,1405,  
 2240,2241,2668,3468,3470,  
 3510,3902,3904,4244,4696

United Nations. Economic  
 Commission for Africa (UNECA)  
 330,399,590,689,690,692,  
 722,1045,2111,3155,3767,4916

United Nations. Economic  
 Commission for Asia and  
 the Far East (UNECAFE) -  
 374,400,589,1055,1056,  
 1059,1075-1077,1079,3866

United Nations. Economic  
 Commission for Latin  
 America (UNECLA) - 216,  
 591,1534

United Nations Educational,  
 Scientific and Cultural  
 Organisation (UNESCO) - 59,  
 119,217,218,239,377,592-607,  
 648,649,655,671-675,686,687,  
 689-695,698,735,739,742,751,  
 783,808,826,831,835,838,842,  
 855,867,895,922,923,947,961,  
 976,994,1035,1046,1047,1053,  
 1055-1059,1070,1078-1082,  
 1156,1205,1262,1263,1279,1527-  
 1529,1532,1533,1578,1597,1626,  
 1641,1648,1654,1675,1691,  
 1707,1754,1768,1872-1877,  
 1911,2105-2115,2190,2242,  
 2244,2358-2362,2519,2520,  
 2580-2589,2594,2639,2640,  
 2669-2679,2720-2722,2742,  
 2757,2785-2788,2925-2933,  
 2850,2879-2881,2894,3090,  
 3127,3152-3157,3172,3243,  
 3364-3368,3396,3397,3423,  
 3471,3472,3492,3498,3505,  
 3506,3522,3858,4245,4262,  
 4337,4338,4562,4563,4593,  
 4594,4836,4837,4850-4854,  
 4891-4895

Uranga, S.S. - 99,181

Urch, G.E. - 2882

Urquidi, V.L. - 2146

United Nations. Food and  
 Agriculture Organisation -  
 1045,2446,2469-2476,3904

## " V "

Vaizey, J. - 120,121,240,267,  
 320,332-334,609,610,1465,  
 1475,1476,2120,3092,3158,  
 3159,3369,3370,3398,3768,  
 3769,4165,4166  
 Valderrama, F. - 2591  
 Valipour, I. - 4121  
 Valladon, F. - 2608  
 Van den Steenhoven, G. - 2121  
 Van Dijk, C. - 3424  
 Van Rensburg, P. - 219  
 Van Til, W. - 4465  
 Vargas, A.L. - 2146  
 Vasconcellos, M.B. de M. - 3160  
 Vasquez, P.T. - 2595  
 Vassillon, L.G. - 1371



Vauridel, R. - 335  
 Vazquez, J. - 4595  
 Veenstra, G. - 2534  
 Vega, J. - 611,1618  
 Venables, P.F.R. - 2364,2554  
 Vendrin, S. - 2578  
 Venn, G. - 3770  
 Vera, J.L. - 220  
 Vera, O. - 1535,1880  
 Verba, S. - 5  
 Verband Deutscher  
 Studentenschaften - 2122  
 Verdun, P. - 3340  
 Vermot-Gauchy, M. - 612,  
 1336,1337,3771,3923,  
 4167,4466  
 Vernor, R. - 3036  
 Versluis, J. - 3037  
 Vezinet, P. - 136  
 Vickrey, W. - 3285  
 Vieyra, C-L. - 1098  
 Vignes, K. - 717,3551  
 Vimont, C. - 3924,3925,  
 4168,4177  
 Vincent, H.L. - 4924  
 Vogelnik, D. - 3161  
 De Voghel, R. - 1912  
 Voigt, E. - 1837,1882  
 Votlenko, E.I. - 2011  
 Voikmar, G. - 3636  
 Volkov, F. - 2123  
 Voronitsyn, S. - 221  
 Vosgerau, H-J. - 4697

# " W "

Waardenburg, J-J. - 2124  
 Van Waeyenberghe, M.R. - 401  
 Van Waeyenberghe, R. - 876,993,  
 1003,1278,2724,2504  
 Wagner, F.E. - 4915  
 Wald, S. - 4263  
 Walden, L.J. - 3772  
 Wallberg, K. - 676,4264  
 Walter, J. - 4492  
 Walton, J. - 4597  
 Wang, T.N. - 3328  
 Wantman, M.J. - 4385  
 Wård, B.A. - 4898  
 Ward, L. - 3295  
 Ward, R.J. - 60  
 Wareham, A.K. - 4386  
 Warkov, S. - 2192,3286  
 Warren, H.A. - 2407  
 Wasserman, W. - 3399  
 Waterston, A. - 379-383,4855  
 Watson, C. - 613,614,2245,  
 2246  
 Watson, F.G. - 652  
 Watson, G.D. - 2941  
 Watson, J.E. - 1829  
 Watson, T.Y. - 978  
 Wayland, S. - 4180

Weber, K. - 4202  
 Webster, M.M. - 615  
 Wedgwood, C.H. - 4871  
 Weeks, R.L. - 2148  
 Weeks, S. - 222,2125  
 Weheba, S. - 2695,3339  
 Weidner, E.W. - 4818,4835  
 Weiler, H.N. - 223,4856  
 Weir, J. - 4400  
 Weisbrod, B.A. - 336,3404,  
 4505,4598,4631-4633,  
 4698-4700,4703,4704  
 Weiss, J.K. - 3093  
 Von Weizsäcker, C.C. - 1361,  
 3038  
 Welch, F. - 4564,4633  
 West, E.D. - 3287,3288,4342  
 West, E.G. - 616  
 West Midland Group - 3376  
 West, P.S. - 4297  
 West Virginia University.  
 College of Agriculture,  
 Forestry & Home Economics -  
 2477  
 Westergaard, J. - 4343  
 Westoff, C.F. - 4247  
 Wharton, C.R., Jr. - 337,2522  
 Wheatley, D.E. - 2555  
 Wheeler, A.C.R. - 432,656,  
 909,2247,4857,4858  
 Wheeler, D.K. - 617  
 Wheelwright, E.L. - 2126  
 White, H. - 224  
 White, J. - 3556  
 White, J. S. - 3649  
 Whiting, J.W.M. - 652  
 Whyte, W.F. - 4011  
 Wickert, F.R. - 4387  
 Wickham, S. - 3796,4178  
 Widmaier, H.P. - 338,339,  
 618-621,1362,1363,3044,  
 3933  
 Widstrand, C.G. - 2642,3516  
 Wiegand, G.C. - 645  
 Wiener, A.J. - 4446,4447  
 Wiesner, J.B. - 2193  
 Wiles, P.J.D. - 3377  
 Wilkinson, B.W. - 241,340,  
 341,4634  
 Wilkinson, C.R. - 2396  
 Williams, B.R. - 3185,4506  
 Williams, D.T. - 4599  
 Williams, Gareth - 2523,  
 2934,3039,4169,4535  
 Williams, Gertrude - 2556  
 Williams, H. - 4536  
 Williams, P. - 3519,3520,  
 3570,3637  
 Williams, T. - 2127  
 Williams, T.D. - 225,4744  
 Williams, W.J. - 2554  
 Wilson, F.B. - 2478-2484,  
 2801  
 Wilson, J. - 2935  
 Wilson, L. 2128,3246

Wilson, R. - 4492  
 Wiltshire, H. - 2643  
 Wirtz, W.W. - 3707  
 Wiseman, J. - 3080,3081,  
 3105,3143,4701  
 Wisgrill, H. - 4592  
 Wish, J.R. - 4839  
 Wissenschaftsrat - 2129  
 2130,4248  
 Wodajo, M. - 2790,2883  
 Wolf, C., Jr. - 3638  
 Wolfbein, S. - 4745  
 Wolfe, J.K. - 2194,2557  
 Wolfe, M. - 622,1536,2485,  
 2524,3162  
 de Wolff, P. - 4344  
 Wolff, V. - 2622,4828  
 Wolffe, D. - 4061,4249,4635  
 Wolfson, R.J. - 4425  
 Wolter, W. - 1342  
 Wone, I. - 2185  
 Wood, D.W. - 3231  
 Wood, H.B. - 1214,1216,1217  
 Wood, R.H. - 3610  
 Wood, R.C. - 3106  
 Woodhall, M. - 342,4507,4508  
 Woods, S.W. - 1824  
 Workman, J.R. - 4809  
 World Confederation of  
 Organizations of the  
 Teaching Profession - 2759, .  
 2760,2789  
 World University Service -  
 4335  
 Wronski, S.P. - 1918  
 S. - 1267  
 Wynne, M. - 2936

# " X,Y,Z "

Xydias, N. - 64  
 Yamey, B.S. - 19  
 Yannay, Y. - 3561  
 Yates, B.A. - 768,4872,4873  
 Yesufu, T.M. - 3837,3838  
 Young, C. - 3473  
 Young, M. - 4810  
 Young, R. - 4122  
 Yudelman, M. - 688  
 Zabelin - 3969  
 Zabronsky, H. - 4537  
 Zabrowski, E.K. - 3040  
 Zade, M. - 2644  
 Zaki, A. - 1030  
 Zakrzewski, G. - 1881  
 Zalduendo, E.A. - 3987  
 Zelenko, G.I. - 2261  
 Zelenko, H. - 2397  
 Zemach, R. - 2988  
 Zghal, A. - 4357  
 Zhamin, V. - 1504,3140  
 Ziderman, A. - 3971,4749,  
 4750

646

Ziegler, W.L. - 4467

Ziegler, L.J. - 384,3773

Ziegler, A. - 2131

Ziegler, X. - 2366,4123

Ziegler, A. - 4636

Zymelman, M. - 3041,3664,  
4209

## INDEX OF COUNTRIES AND REGIONS BY NUMBER OF ITEM

(N.B. Underlined numbers refer to chapter sections.)

- AFGHANISTAN -- 1.22, 211; 3.33, 1085-1091.
- AFRICA -- 1.1, 52, 65; 1.21, 76, 78; 1.22, 122  
 127-130, 132, 134, 145, 147, 155, 174, 183,  
 184, 186, 197, 210, 219; 1.3, 330;  
2.3, 451; 3.1, 683-685, 687, 688; 3.21  
& 3.22, 689-722; 4.11, 1833, 1846;  
4.13, 1923, 1924, 1927, 1990, 2000, 2012,  
 2026, 2027, 2066, 2067, 2075, 2106, 2111,  
 2125, 2133, 2148; 4.21, 2151, 2155,  
 2181, 2184, 2187, 2188; 4.22, 2240,  
 2241, 2244; 4.23, 2278, 2356, 2365;  
4.24, 2408, 2414, 2415, 2426, 2438, 2452,  
 2454, 2461, 2466-2471, 2474, 2479,  
 2482-2484; 4.31, 2488, 2490, 2492, 2493,  
 2495, 2497, 2501, 2507, 2517, 2518, 2528,  
 2529, 2531, 2533, 2534; 4.32, 2537;  
4.33, 2565, 2578, 2581, 2582, 2594;  
4.34, 2598, 2603, 2606, 2616, 2617, 2632,  
 2642, 2644; 4.35, 2652, 2655, 2658,  
 2661, 2664, 2675, 2678, 2682; 4.41, 2685,  
 2718, 2725; 4.43, 2749, 2757, 2759;  
4.44, 2763, 2789, 2790, 2799; 4.51, 2824,  
 2856; 4.52, 2858, 2860, 2861, 2867,  
 2879, 2881, 2883-2886, 2888, 2890, 2892;  
4.53, 2903-2905, 2929, 2930, 2935, 2937;  
6.12, 3123, 3126, 3152, 3155, 3172;  
6.13, 3228, 3242, 3243; 6.22, 3364,  
 3368; 6.32, 3405; 7.21, 3503; 7.22,  
 3512, 2514-3516, 3518, 3521; 7.31, 3533,  
 3534, 3537, 3538, 3540, 3544, 3545, 3555,  
 3559, 3560, 3566, 3567, 3572, 3574,  
 3577-3579, 3585, 3592, 3597, 3598, 3600,  
 3613, 3614; 7.32, 3618, 3619, 3623,  
 3625, 3626, 3628, 3634; 8.11, 3644;  
8.12, 3718, 3754-3756; 8.21, 3797-3816;  
8.22, 3864; 8.3, 4099, 4112; 9.3,  
4319; 9.4, 4349, 4350, 4370, 4371;  
11.3, 4549; 11.4, 4581; 12.31, 4722,  
 4724, 4727, 4743; 14, 4816, 4824, 4827,  
 4838, 4861-4863, 4872, 4873, 4878.
- Central Africa: 4.13, 2121; 4.23, 2258;  
4.34, 2604; 4.52, 2868; 4.53, 2909.
- East Africa: 1.22, 148, 153, 232; 2.4,  
 630; 3.22, 699, 701, 702, 704, 705,  
 712, 718, 719; 4.13, 1940, 1961, 1999,  
 2003, 2015, 2068, 2072; 4.23, 2250,  
 2345; 4.24, 2417, 2434, 2473, 2475;  
4.31, 2498, 2527, 2530; 4.34, 2612;  
6.13, 3236; 7.31, 3573, 3576, 3583,  
 3584, 3589, 3602; 7.32, 3635; 8.13,  
 3794; 8.21, 3798, 3804-3806, 3811,  
 3813-3815; 8.22, 3867; 9.3, 4333;  
12.31, 4718, 4733; 14, 4869, 4886.
- North Africa: 4.24, 2472; 7.31, 3546;  
8.21, 3861; 9.4, 4373.
- North-East Africa: 4.24, 2410.
- West Africa: 4.13, 2025; 4.23, 2250;  
4.34, 2599; 4.43, 2747; 4.53, 2913;  
7.31, 3580; 7.32, 3624; 8.3, 4106;  
9.3, 4311; 9.4, 4372, 4383, 4384,  
 4387.
- ALBANIA -- 3.43, 1295, 1296.
- ALGERIA -- 3.23, 723-727; 4.11, 1857;  
4.53, 2932; 8.21, 3817; 12.31, 4715.
- ANGOLA -- 3.23, 728-732.
- ANTIGUA -- 3.53, 1568.
- ARGENTINA -- 1.22, 156, 195; 3.53, 1569,  
 1570; 4.11, 1832, 1835; 4.13, 1921;  
4.21, 2158; 5, 2944; 8.24, 3987-  
 3992; 8.3, 4093; 8.42, 4209;  
11.3, 4557; 12.32, 4769.
- AST -- 1.1, 26; 1.21, 66; 1.22, 123,  
 229, 238; 2.3, 596; 3.1, 683-685,  
 687, 688; 3.31 & 3.32, 1052-1083;  
4.11, 1844, 1873, 1875-1877; 4.22,  
 2206-2208, 2226, 2235, 2236, 2242;  
4.35, 2673; 4.43, 2760; 4.44, 2781;  
4.53, 2928; 5, 3019; 6.12, 3117,  
 3169; 6.22, 3374; 8.21, 3800;  
8.22, 3864-3869, 3907; 11.4, 4593,  
 4594; 12.31, 4713, 4729; 14, 4816,  
 4822, 4854, 4894.
- South Asia: 1.22, 173; 4.41, 1872;  
4.23, 2272; 7.32, 3638.
- Southeast Asia: 1.22, 173; 1.3, 308;  
3.31, 1061; 4.13, 1998, 2002,  
 2113-2115; 4.23, 2272; 4.31, 2519;  
8.21, 3805; 8.22, 3867; 14, 4867.
- AUSTRALIA -- 3.72, 1823, 1824; 4.13, 1926,  
 2073, 2126; 4.23, 2401, 2402; 4.53,  
 2931; 8.26, 4067-4068.
- AUSTRIA -- 3.43, 1297; 4.23, 2251;  
6.22, 3334; 8.23, 3913-3915; 9.3,  
 4341; 11.4, 4592.
- BARBADOS -- 3.53, 1571-1573.
- BASUTOLAND -- (See Lesotho)
- BECHUANALAND PROTECTORATE -- (See Botswana)
- BELGIAN CONGO -- (See Congo [Kinshasa])

- BELGIUM -- 3.43, 1298-1302; 4.13, 2135;  
4.41, 2694; 4.51, 2812; 6.12, 3151;  
6.13, 3249; 6.14, 3281; 7.22, 3513;  
7.31, 3524-3530; 8.23, 3916; 8.3,  
4077, 4119; 9.1, 4235; 9.4, 4374.
- BERMUDA -- 3.53, 1574.
- BHUTAN -- 3.33, 1093.
- BOLIVIA -- 3.53, 1575-1580.
- BOTSWANA -- 3.23, 733-739.
- BRAZIL -- 1.22, 135, 169, 170, 191, 192, 230;  
3.53, 1581-1593; 4.11, 1864, 1867,  
1869, 1870; 4.23, 2359, 2371; 4.24,  
2457; 4.33, 2561; 5, 2956, 3042;  
6.12, 3132, 3148, 3149, 3160; 6.22,  
3371; 6.32, 3426; 7.32, 3631; 8.24,  
3993-3997; 9.3, 4280, 4298, 4309;  
9.4, 4362.
- BRITISH COMMONWEALTH -- 3.1, 677, 678;  
7.22, 3517, 3518, 3520; 7.31, 3564,  
3565.
- BRITISH GUIANA -- (See Guyana)
- BRITISH HONDURAS -- 3.53, 1594-1597.
- BRUNEI -- 3.33, 1092.
- BULGARIA -- 3.43, 1303-1305; 8.23, 3917.
- BURMA -- 3.33, 1094, 1095, 7.21, 3510.
- BURUNDI -- 3.23, 740-744.
- CABO VERDE -- 3.23, 745-748.
- CAMBODIA -- 3.33, 1096-1100; 4.11, 1838;  
4.12, 1885.
- CAMEROUN -- 3.23 -- 749-752; 4.13, 2105;  
4.31, 2504; 8.11, 3709.
- CANADA -- 1.22, 241; 1.3, 281, 282, 340;  
3.6, 1771-1777; 4.13, 2079; 4.21,  
2178; 4.22, 2245, 2246; 4.23, 2381,  
2382; 6.12, 3110; 6.13, 3175; 6.14,  
3297; 6.32, 3419, 3431; 7.31, 3531;  
8.13, 3788; 8.25, 4015-4020; 8.3, 4076,  
4097, 4113; 8.42, 4192, 4209; 11.1,  
4478; 12.1, 4607, 4626, 4628.
- British Colombia: 3.6, 1774.
- Ontario: 4.22, 2230; 13, 4803.
- Quebec: 3.6, 1773, 1776, 1777.
- CANARY ISLANDS -- 3.43, 1306.
- CARIBBEAN -- 3.51 & 3.52, 1507-1567.
- CAYMAN ISLANDS -- 3.53, 1600.
- CENTRAL AFRICAN REPUBLIC -- 3.23, 753-757.
- CENTRAL AMERICA -- 1.22, 161; 1.3, 280;  
2.3, 595; 3.51 & 3.52, 1507-1567;  
4.13, 1939, 1967; 4.21, 2162; 4.22,  
2243; 4.41, 2693, 2713; 4.44, 2769,  
2773, 2774, 2796; 6.22, 3336;  
8.24, 3983, 3984; 9.1, 4215.
- CEYLON -- 1.22, 177; 3.33, 1101-1106;  
4.13, 2087; 4.23, 2267, 2268; 8.42,  
4206; 14, 4865.
- CHAD -- 3.23, 758-762.
- CHILE -- 1.22, 133, 202; 1.3, 258; 3.53,  
1601-1618; 4.11, 1841, 1842; 4.13,  
1942, 1943, 1978, 2021, 2065; 4.21,  
2182, 2191; 4.22, 2217; 4.23, 2367;  
4.32, 2539; 5, 3015; 7.31, 3593;  
8.24, 3998-4004; 9.1, 4213, 4218;  
9.3, 4322; 11.3, 4554; 11.4, 4578.
- CHINA, PEOPLES REPUBLIC OF -- 3.33, 1107-  
1112; 4.13, 1945, 2001, 2138;  
4.21, 2180; 4.44, 2794; 7.22, 3516;  
7.31, 3617; 8.22, 3870, 3871;  
8.42, 4206; 14, 4917.
- CHINA, REPUBLIC OF -- 1.22, 158; 3.33,  
1113-1117; 4.43, 2762; 4.52, 2893;  
5, 2994; 7.31, 3601; 8.42, 4206;  
14, 4917.
- COLOMBIA -- 2.4, 631; 3.53, 1619-1629;  
4.12, 1884; 4.13, 1935, 1948; 4.53,  
2932; 6.12, 3165; 8.24, 4005;  
9.1, 4228; 11.2, 4514; 12.2, 4661.
- CONGO, DEMOCRATIC REPUBLIC OF [Kinshasa] --  
1.1, 64; 3.23, 763-768; 4.12, 1912;  
4.13, 1956; 4.31, 2489; 4.35, 2663;  
7.21, 3500, 3507; 7.31, 3530;  
8.3, 4119; 12.31, 4742.
- CONGO, REPUBLIC OF [Brazzaville] --  
3.23, 769-773; 4.12, 1912; 8.21,  
3818.
- COSTA RICA -- 1.22, 160; 3.53, 1630-1634.
- CUBA -- 3.53, 1635-1637.
- CYPRUS -- 3.43, 1307.
- CZECHOSLOVAKIA -- 3.43, 1308-1312; 4.22,  
2227; 4.45, 2808; 4.51, 2845;  
8.23, 3918; 9.4, 4388.
- DAHOMY -- 1.22, 136; 3.23, 774-778;  
4.12, 1913; 4.24, 2427; 4.35, 2666.
- DENMARK -- 3.43, 1313-1315; 4.23, 2383;  
12.1, 4628.
- DOMINICA -- 3.53, 1638.
- DOMINICAN REPUBLIC -- 3.53, 1639-1641;  
4.11, 1879.

EASTERN ADEN PROTECTORATE -- (See Southern Yemen)

ECUADOR -- 1.22, 144, 217, 226; 3.53, 1642-1649; 4.22, 2216; 4.31, 2514; 4.33, 2573; 4.51, 2813; 5, 3043; 8.24, 4006; 11.4, 4595

EL SALVADOR -- 3.53, 1650-1654.

ENGLAND -- (See United Kingdom)

ETHIOPIA -- 3.23, 779-786; 6.22, 3365; 8.21, 3819; 11.4, 4575.

EUROPE -- 1.22, 228, 234; 1.3, 284; 2.3, 541, 545-547, 580, 584; 3.1, 679, 682; 3.41, 1270a-1278a; 4.13, 2108; 4.23, 2283, 2373, 2381; 4.24, 2432, 2433; 4.31, 2509; 4.32, 2543, 2556; 4.41, 2702; 4.44, 2764; 4.51, 2839; 4.52, 2859; 6.12, 3121, 3136, 3146, 3147, 3158; 6.14, 3263; 6.22, 3348, 3359, 3361; 7.22, 3512; 8.23, 3908-3912; 8.3, 4118; 8.42, 4209; 10, 4459.

Eastern Europe: 8.12, 3760; 8.23, 3981; 8.41, 4144, 4173; 14, 4860.

Western Europe: 8.11, 3706; 8.13, 3788, 3793.

Mediterranean Region (Mediterranean Regional Project): 3.42, 1279a-1294; 3.51, 1530; 3.52, 1559; 4.51, 2839; 6.12, 3141; 8.12, 3731, 3733, 3751; 8.23, 3912; 8.41, 4171; 8.42, 4197. (See also: Greece, Italy, Portugal, Spain, Turkey, Yugoslavia.)

FAR EAST -- (See Asia)

FIJI -- 3.72, 1825-1828.

FINLAND -- 3.43, 1316.

FRANCE -- 1.22, 166, 233; 2.1, 349; 3.43, 1317-1338; 4.21, 2197; 4.22, 2211, 2215, 2228; 4.23, 2384; 4.51, 2821; 6.12, 3120; 6.14, 3264, 3292, 3299; 6.32, 3412; 7.31, 3532-3554; 8.12, 3771; 8.23, 3919-3925; 8.41, 4168, 4177, 4178; 9.1, 4228, 4233; 9.3, 4284; 10, 4466; 12.1, 4628; 12.32, 4763.

FRENCH GUIANA -- 3.53, 1655, 1656; 4.12, 1883.

GABON -- 3.23, 787-789; 4.23, 2349; 8.21, 3820; 9.4, 4356; 11.4, 4589.

GAMBIA -- 3.23, 790, 791; 4.23, 2347.

GERMAN DEMOCRATIC REPUBLIC [East Germany] -- 3.43, 1339-1342; 4.23, 2280.

GERMANY, FEDERAL REPUBLIC OF [West Germany] -- 1.22, 162; 3.43, 1343-1363; 4.12, 1898; 4.13, 1958, 1962, 1966, 1970, 1985, 2024,

GERMANY, FEDERAL REPUBLIC OF (cont'd)

4.13 (cont'd), 2122, 2129, 2130; 4.21, 2152; 4.23, 2257; 4.32, 2545; 4.34, 2615; 4.35, 2653; 4.41, 2700; 4.45, 2805; 4.51, 2823; 5, 2983, 3044; 6.11, 3084; 6.12, 3118; 6.14, 3277, 3278, 3290, 3298; 6.21, 3323; 6.22, 3338, 3355, 3357, 3358; 6.31, 3389; 7.22, 3513; 7.31, 3555, 3556; 8.23, 3926-2933; 8.3, 4075; 8.42, 4195; 9.1, 4211, 4225, 4232, 4234, 4238, 4248; 9.2, 4256, 4261; 9.3, 4334; 11.2, 4515; 11.4, 4577; 12.1, 4628.

GHANA -- 1.22, 146, 159, 225; 3.22, 709; 3.23, 792-796; 4.12, 1890; 4.13, 1974; 4.23, 2359; 4.32, 2549; 4.33, 2572; 4.52, 2863; 7.31, 3603; 8.21, 3821, 3822; 9.3, 4281, 4292-4294, 4325, 4346; 9.4, 4348, 4354, 4359, 4360, 4382; 12.31, 4716, 4744.

GREAT BRITAIN -- (See United Kingdom)

GREECE -- 3.42, 1279a-1294; 3.43, 1364-1371; 4.23, 2366, 2385; 4.34, 2609; 4.44, 2793; 5, 3039; 6.22, 3352; 6.32, 3427; 7.32, 3627; 8.23, 3934, 3935; 9.2, 4263. (See also: Europe: Mediterranean Region)

GRENADA -- 3.53, 1657, 1658.

GUADELOUPE -- 3.53, 1659.

GUATEMALA -- 2.4, 642; 3.53, 1660-1675; 4.11, 1848; 4.12, 1902; 4.13, 1987, 1988; 4.34, 2600; 4.51, 2825, 2826; 6.11, 3053; 7.31, 3590; 11.4, 4599.

GUINEA -- 3.23, 797-803; 4.43, 2746; 8.21, 3799.

GUYANA -- 3.53, 1676-1680; 4.12, 1883; 9.3, 4271.

HAITI -- 3.53, 1681; 4.33, 2566.

HONDURAS, REPUBLIC OF -- 2.4, 651; 3.53, 1682-1687; 4.11, 1849; 4.53, 2933.

HUNGARY -- 3.43, 1372, 1373; 5, 2978; 6.21, 3312; 8.23, 3936, 3937.

ICELAND -- 3.43, 1374.

INDIA -- 1.21, 84, 102; 1.22, 164, 200, 227; 1.3, 313; 3.33, 1118-1146; 4.11, 1840, 1845, 1851, 1852, 1865; 4.12, 1886, 1904-1906; 4.13, 1924, 2004-2006, 2047; 4.21, 2164-2168, 2195; 4.22, 2225; 4.24, 2464; 4.31, 2505, 2532; 4.33, 2569; 4.34, 2620, 2622, 2626, 2646; 4.35, 2651; 4.41, 2701; 4.44, 2771, 2772; 4.51, 2827-2831; 4.53, 2914, 2918, 2931;

## INDIA (cont'd)

6.12, 3125, 3133; 6.21, 3332; 6.32,  
3411, 3415; 8.22, 3872-3889, 3905;  
8.3, 4095, 4096, 4107; 8.42, 4186;  
9.1, 4221, 4222, 4231; 9.3, 4330;  
11.3, 4553; 11.4, 4568, 4582, 4584;  
12.31, 4719, 4720, 4728, 4732, 4736-4739  
12.32, 4756, 4759, 4760; 14, 4818.

INDONESIA -- 1.22, 157; 3.33, 1147-1149;  
4.11, 1853, 1854; 4.12, 1903; 4.23,  
2369, 2380; 8.22, 3890; 12.31, 4728.

IRAN -- 1.1, 34; 1.22, 126; 3.32, 1068;  
3.33, 1150-1159; 4.11, 1855; 4.31,  
2486; 4.33, 2558; 4.41, 2712; 4.43,  
2743; 8.22, 3891-3893; 8.3, 4105,  
4121; 8.41, 4141.

IRAQ -- 3.33, 1160-1162; 4.34, 2629.

IRELAND (EIRE) -- 3.43, 1375-1385; 6.13,  
3193; 8.23, 3938, 3939.

ISRAEL -- 3.33, 1163-1167; 4.11, 1856, 1866;  
4.12, 1914; 4.21, 2203; 4.24, 2409;  
4.31, 2516; 7.22, 3513; 7.31, 3557-  
3561; 8.22, 3894; 8.3, 4108;  
11.3, 4560; 12.2, 4674; 14, 4865.

ITALY -- 3.42, 1279a-1294; 3.43, 1386-1399;  
4.13, 2036; 4.23, 2375; 4.53, 2933;  
6.22, 3350; 7.22, 3513; 8.23, 3940;  
8.41, 4157; 8.42, 4183; 12.2, 4655.  
(See also Europe: Mediterranean Region).

IVORY COAST -- 3.23, 804-813; 4.12, 1888;  
4.13, 1949, 2131; 4.24, 2446; 4.33,  
2562, 2574; 4.52, 2894; 4.53, 2932;  
6.12, 3124; 7.32, 3620; 8.21, 3799;  
9.3, 4281, 4282; 9.4, 4356; 11.4, 4573.

JAMAICA -- 1.22, 208; 3.53, 1688-1691;  
9.4, 4367, 4379.

JAPAN -- 1.21, 69; 1.22, 150, 151, 175, 176;  
3.33, 1158-1172; 4.34, 2647; 4.53,  
2931; 6.12, 3128, 3129; 6.22, 3343;  
8.22, 3895-3898; 8.42, 4206; 9.3,  
4303; 11.4, 4588; 12.31, 4735.

JORDAN -- 3.33, 1173, 1174.

KENYA -- 1.22, 180, 205, 222; 3.22, 709;  
3.23, 814-824; 4.11, 1837; 4.12, 1882;  
4.13, 1944, 2013, 2014; 4.21, 2170,  
2202; 4.22, 2237; 4.23, 2263, 2352;  
4.24, 2450, 2477; 4.21, 2526; 4.32,  
2544; 4.34, 2596, 2610, 2618, 2643,  
2645; 4.35, 2656; 4.42, 2732, 2733;  
4.43, 2750; 4.44, 2795; 4.51, 2832;  
4.52, 2882; 8.21, 3823-3825, 2862, 2863;  
9.4, 4366; 12.31, 4734, 4748.

KOREA, DEMOCRATIC PEOPLES REPUBLIC [North] --  
3.33, 1175-1177; 4.13, 2132;  
8.42, 4206.

KOREA, REPUBLIC OF [South] -- 3.33, 1178-  
1185; 4.24, 2423; 8.42, 4206.

KUWAIT -- 3.33, 1186.

LAOS -- 3.33, 1187-1190.

LATIN AMERICA -- 1.1, 14; 1.22, 143, 149,  
152, 154, 168, 189, 190, 198, 212, 215,  
216, 220, 236, 239; 2.3, 540, 595;  
2.4, 639; 3.1, 683-685, 688; 3.42,  
1290; 3.51 & 3.52, 1507-1567; 4.41,  
1874, 1880; 4.12, 1917; 4.13, 1929,  
1930, 2080, 2136, 2144, 2145; 4.22,  
2220, 2239, 2243; 4.23, 2253, 2378;  
4.24, 2413, 2422, 2428, 2485; 4.31,  
2524, 2525; 4.34, 2597, 2621, 2625,  
2631; 4.41, 2716; 4.44, 2797; 4.51,  
2814, 2816, 2855; 6.12, 3107, 3119,  
3142, 3145, 3157, 3162; 6.22, 3335;  
6.32, 3419, 3423; 7.21, 3511; 7.32,  
3629, 3630, 3632; 8.24, 3985, 3986;  
9.1, 4226; 9.2, 4262; 14, 4813,  
4839, 4848, 4868.

LEBANON -- 3.33, 1191-1193.

LESOTHO -- 3.23, 829-835; 11.4, 4597.

LIBERIA -- 2.4, 636; 3.23, 825-828;  
4.13, 2052; 4.34, 2601, 2638.

LIBYA -- 3.23, 836-838; 8.21, 3826.

MACAO -- 3.33, 1194, 1195.

MADAGASCAR -- (See Malagasy Republic)

MALAGASY REPUBLIC -- 3.23, 839-842; 4.11,  
1846; 4.13, 1955, 2066; 4.24, 2420;  
4.31, 2511; 4.35, 2662; 4.44, 2763;  
6.32, 3405; 7.31, 3534, 3540, 3541,  
3552, 3553; 8.21, 3803.

MALAWI -- 1.22, 124; 2.4, 650; 3.23, 843-  
853; 4.12, 1901; 4.13, 2118; 4.21,  
2186; 4.23, 2262; 4.34, 2618; 4.43,  
2754; 4.51, 2842; 4.53, 2895;  
8.21, 3827.

MALAYA -- (See Malaysia)

MALAYSIA -- 2.4, 647; 3.33, 1196-1205;  
4.13, 2034, 2150; 9.4, 4385.

MALI -- 3.23, 854, 855; 4.24, 2445; 4.33,  
2568; 4.52, 2887; 9.4, 4356;  
11.4, 4573.

MALTA -- 3.43, 1400-1402.

MARTINIQUE -- 3.53, 1692, 1693.

MAURITANIA -- 3.23, 856-859.

MAURITIUS -- 1.22, 131; 3.23, 860-863;  
4.13, 2031; 4.51, 2834.

- MEXICO -- 1.22, 140, 194; 1.3, 269, 280; 3.51, 1510; 3.53, 1694-1700; 4.11, 1859, 1860; 4.12, 1916; 4.13, 2134, 2140, 2146; 4.21, 2156, 2196, 2198; 4.23, 2368; 4.24, 2411; 4.31, 2505; 4.33, 2592; 4.51, 2822, 2848; 6.12, 3135; 6.32, 3417, 3428, 3433; 8.24, 3984, 4007; 11.1, 4497; 12.2, 4652, 4653.
- MIDDLE EAST -- 3.1, 680, 686, 687; 4.13, 2124; 4.23, 2348, 2360; 4.33, 2583; 4.34, 2640; 4.35, 2677; 4.44, 2766; 4.53, 2913; 8.3, 4122; 12.31, 4714; 14, 4822, 4905.
- MONGOLIA -- 3.33, 1206, 1207.
- MONTERRAT -- 3.53, 1701.
- MOROCCO -- 3.23, 864-867; 4.32, 2538; 12.2, 4638.
- MOZAMBIQUE -- 3.23, 868-871.
- NEPAL -- 3.33, 1208-1217; 4.53, 2899.
- NETHERLANDS -- 3.43, 1403-1414; 4.13, 2084, 2093; 4.23, 2386; 4.51, 2836; 7.31, 3562; 8.23, 3941-3945; 9.1, 4220, 4236; 9.2, 4260; 9.3, 4329.
- NETHERLANDS ANTILLES -- 3.53, 1702-1704.
- NEW ZEALAND -- 1.22, 138; 3.72, 1829; 4.23, 2401; 4.53, 2933; 8.12, 3762; 8.26, 4069; 9.1, 4228; 9.3, 4324.
- NICARAGUA -- 3.53, 1705-1707.
- NIGER -- 3.23, 872-876; 4.41, 2724; 4.53, 2932, 2933.
- NIGERIA -- 1.22, 196, 204, 223; 2.1, 385; 2.4, 652, 656; 3.22, 709; 3.23, 877-909; 4.12, 1894, 1907; 4.13, 1977, 1992, 2056, 2057, 2081, 2109, 2117, 2141, 2142; 4.23, 2266; 4.24, 2456, 2462, 2463; 4.32, 2551; 4.41, 2684; 4.44, 2798; 4.53, 2907, 2936; 6.12, 3109, 3163; 6.14, 3296; 6.22, 3347; 6.32, 3429; 7.31, 3599, 3608; 7.32, 3621; 8.21, 3828-3838; 9.4, 4368; 12.31, 4706-4711, 4730, 4731; 14, 4865.
- Eastern Nigeria: 4.23, 2374; 6.12, 3115; 8.21, 3832; 9.4, 4386.
- Northern Nigeria: 4.53, 2941; 5, 2955; 8.21, 3833.
- Western Nigeria: 4.11, 1843; 4.23, 2346; 4.24, 2424; 4.35, 2659, 2660; 4.44, 2777; 4.53, 2933.
- NORWAY -- 3.43, 1416-1420; 4.12, 1897; 5, 3027; 6.14, 3301; 6.33, 3436, 3440; 8.23, 3946; 12.1, 4628.
- NORTH AMERICA -- (See Canada, United States)
- NORTHERN IRELAND -- 3.43, 1415. (See also United Kingdom)
- NYASALAND -- (See Malawi)
- OCEANIA -- 1.22, 125; 3.71, 1820-1822; 4.41, 1872; 14, 4871.
- PAKISTAN -- 3.33, 1218-1232; 4.11, 1850, 1863; 4.34, 2630; 8.22, 3899, 3906; 9.1, 4224; 12.31, 4739; 14, 4818.
- PANAMA -- 1.22, 161; 1.3, 280; 3.51, 1510; 3.53, 1708-1710; 8.24, 3984.
- PARAGUAY -- 3.53, 1711; 4.11, 1834; 4.23, 2254.
- PERU -- 1.22, 224; 3.53, 1712-1726; 4.13, 2086; 4.22, 2234; 4.53, 2932; 6.12, 3144; 8.24, 4008-4011; 8.41, 4154.
- PHILIPPINES -- 1.22, 165, 182, 207, 231; 3.33, 1233-1244; 4.12, 1915; 4.13, 2137; 4.23, 2359; 4.34, 2648; 4.41, 2708; 6.12, 3166; 7.31, 3586, 3587; 8.22, 3900-3902; 8.42, 4206; 9.1, 4228; 9.3, 4331; 12.31, 4728.
- POLAND -- 1.22, 213, 214; 3.43, 1421-1426; 4.23, 2370; 4.52, 2891; 6.21, 3313.
- PORTUGAL -- 3.42, 1279a-1294; 3.43, 1427-1431; 4.23, 2387; 6.22, 3354. (See also: Europe: Mediterranean Region)
- PORTUGUESE GUINEA -- 3.23, 910-913.
- PUERTO RICO -- 3.53, 1727-1739; 8.24, 4012-4014; 8.3, 4081.
- REUNION -- 3.23, 914.
- RHODESIA AND NYASALAND, FEDERATION OF -- (See Malawi, Rhodesia [Southern], Zambia)
- RHODESIA [Southern] -- 1.22, 124, 199; 3.23, 915-919; 4.21, 2186; 4.23, 2262; 4.34, 2618; 4.51, 2842; 8.21, 3839.
- RHODESIA [Northern] -- (See Zambia)
- RUANDA-URUNDI -- (See Rwanda, and Burundi)
- RUMANIA -- 3.43, 1432-1435.
- RWANDA -- 3.23, 920-926; 4.53, 2911; 7.31, 3526, 3527.



RYUKYU ISLANDS -- 3.33, 1245.

ST. LUCIA -- 3.53, 1740.

SAMOA -- 4.53, 2931.

SAO TOME AND PRINCIPE ISLANDS -- 3.23,  
927-930.

SAUDI-ARABIA -- 4.23, 2249.

SCOTLAND -- 6.32, 3421. (See also United  
Kingdom)

SENEGAL -- 1.22, 141; 3.23, 934-938;  
4.21, 2185; 4.22, 2241; 4.23, 2281;  
4.34, 2608; 4.35, 2654; 4.51, 2817;  
6.22, 3340; 8.21, 3799; 9.3, 4275;  
9.4, 4356.

SEYCHELLES -- 3.23, 931-933.

SIERRA LEONE -- 3.23, 939-942; 4.24, 2439;  
4.33, 2590.

SINGAPORE -- 3.33, 1246-1248; 4.23, 2393.

SOMALIA -- 3.23, 943-949; 6.22, 3356.

SOUTH AFRICA, REPUBLIC OF -- 3.23, 953-957;  
4.23, 2277; 4.31, 2503; 4.43, 2753;  
6.13, 3240, 3246; 6.22, 3342; 8.21,  
3840; 9.3, 4318; 9.4, 4364, 4369.

SOUTH AMERICA -- (See Latin America)

SOUTHERN YEMEN, PEOPLES REPUBLIC OF --  
3.33, 1084, 1249-1251.

SOUTH-WEST AFRICA -- 3.23, 950-952.

SPAIN -- 3.42, 1279a-1294; 3.43, 1436-1441;  
4.11, 1868; 4.23, 2388, 2396; 4.32,  
2542; 4.51, 2809; 5, 2977; 6.22,  
3349, 3375; 8.23, 3947, 3948. (See  
also Europe: Mediterranean Region)

SPANISH GUINEA -- 3.23, 958, 959.

SUDAN -- 3.23, 960-962; 4.23, 2263;  
4.35, 2665; 9.1, 4228.

SURINAM -- 3.53, 1741-1745; 4.12, 1883.

SWAZILAND -- 3.23, 963-967; 4.12, 1908.

SWEDEN -- 3.43, 1442-1454; 5, 3024;  
8.23, 3949-3951; 9.1, 4220; 9.2,  
4264; 9.3, 4328; 11.4, 4579;  
12.1, 4628.

SWITZERLAND -- 4.3, 1953; 4.23, 2389;  
9.1, 4220; 12.32, 4765.

SYRIA -- 3.33, 1252-1256.

TANZANIA -- 1.21, 103; 3.22, 709;  
3.23, 968-983; 4.11, 1839; 4.13,  
1960; 4.24, 2416, 2437; 4.34, 2607,  
2624; 6.12, 3154; 6.22, 3362;  
6.32, 3414; 8.21, 3841-3849; 9.4,  
4363, 4365; 11.4, 4570, 4571.

THAILAND -- 1.22, 203; 3.32, 1068;  
3.33, 1257-1269; 4.12, 1910, 1918;  
4.24, 2436; 4.53, 2931; 6.22, 3363;  
6.33, 3443; 8.22, 3903; 8.42, 4206;  
11.4, 4591; 13, 4807.

TOGO -- 3.23, 984-986; 4.53, 2932.

TRINIDAD AND TOBAGO -- 3.53, 1746-1754.

TUNISIA -- 1.22, 139, 188; 3.23, 987-1003;  
4.23, 2276; 4.33, 2591; 4.44, 2783,  
2800; 6.12, 3150; 6.22, 3344;  
6.33, 3438; 9.4, 4357; 11.1, 4504;  
12.2, 4638.

TURKEY -- 1.22, 178, 209; 3.42, 1279a-  
1294; 3.43, 1455-1460; 4.13, 2102;  
4.51, 2847; 5, 2953; 6.22, 3353;  
6.32, 3432; 8.23, 3952-3954;  
8.42, 4206. (See also Europe:  
Mediterranean Region)

UGANDA -- 1.22, 222; 3.23, 1004-1011;  
4.24, 2412, 2429, 2478; 4.34, 2633;  
4.35, 2657; 4.43, 2755; 6.32, 3408;  
7.32, 3633, 3637; 8.21, 3850-3852;  
9.3, 4295; 9.4, 4378; 11.4, 4576,  
4580, 4586, 4587; 12.1, 4612; 12.2,  
4690; 12.31, 4712, 4725, 4741, 4747;  
12.32, 4764.

UNION OF SOVIET SOCIALIST REPUBLICS --

1.22, 187, 221, 235; 1.3, 310, 327;  
2.1, 343, 356; 2.3, 580; 3.43, 1486-  
1506; 4.12, 1887; 4.13, 1959, 2011,  
2020, 2044, 2060, 2082, 2123; 4.21,  
2157, 2171, 2175; 4.23, 2252, 2261,  
2264, 2265, 2269, 2343, 2344, 2351,  
2358, 2379, 2397; 4.24, 2448; 4.34,  
2636, 2643; 4.42, 2739; 4.51, 2811,  
2818, 2819; 4.52, 2857; 6.11, 3049,  
3085; 6.12, 3114, 3139, 3140, 3168;  
6.13, 3191, 3213; 6.21, 3324; 6.31,  
3390; 6.32, 3410, 3425; 6.33, 3442,  
3445; 7.22, 3513, 3516; 7.31, 3611-  
3616; 8.12, 3760; 8.13, 3793;  
8.23, 3955-3969, 3979, 3980; 8.41,  
4126, 4132, 4138, 4148, 4170; 9.3,  
4314; 11.4, 4590; 12.1, 4616;  
12.2, 4657, 4670, 4693, 4695; 14, 4840,  
4859, 4870, 4888.

UNITED ARAB REPUBLIC -- 1.22, 179;  
2.4, 633; 3.23, 1012-1030; 4.11,  
1831; 4.12, 1889; 4.13, 1964, 1997,  
2103, 2104, 2116; 4.22, 2204; 4.23,  
2357, 2372; 4.24, 2419, 2440; 4.32,  
2535, 2536; 4.35, 2667; 4.41, 2695,  
2719; 4.44, 2784; 6.22, 3339;



## UNITED ARAB REPUBLIC (cont'd)

6.32, 3420; 8.21, 3853-3857; 9.3,  
4289; 11.4, 4566; 12.31, 4717, 4721,  
4726; 14, 4846, 4849.

UNITED KINGDOM -- 1.22, 171, 240; 1.3, 262;  
3.43, 1461-1476; 4.11, 1847; 4.12, 1893,  
1899, 1900; 4.13, 1922, 1924, 1971-1973,  
1976, 1980-1984, 2008, 2018, 2045-2047,  
2078, 2092, 2119, 2120, 2143; 4.21, 2169;  
4.22, 2219; 4.23, 2271, 2275, 2390, 2398,  
2399; 4.32, 2554; 4.41, 2696, 2697,  
2706, 2710, 2717; 4.42, 2727, 2737;  
4.51, 2824, 2846; 4.53, 2900; 5, 2948,  
2949, 2982, 2998, 3020; 6.11, 3050, 3066;  
6.12, 3108, 3113, 3143, 3159; 6.13,  
3178, 3182, 3185, 3197, 3214, 3234;  
6.14, 3274; 6.21, 3311; 6.22, 3370,  
3376, 3377; 6.32, 3406, 3413; 7.22,  
3513, 3519, 3521; 7.31, 3563-3571;  
8.11, 3640; 8.12, 3740; 8.13, 3785;  
8.23, 3970-3978, 3982; 8.3, 4095, 4106;  
8.41, 4174; 8.42, 4195; 9.1, 4240;  
9.2, 4250, 4254, 4257; 9.3, 4287, 4291,  
4312, 4316, 4329, 4343; 9.4, 4351,  
4355, 4372, 4381; 10, 4399, 4458;  
11.1, 4470, 4473, 4474, 4477, 4486, 4507,  
4508; 11.3, 4556, 4559; 12.1, 4627,  
4628; 12.2, 4637, 4643, 4644, 4664;  
12.32, 4749, 4750, 4770; 14, 4874,  
4884.

Northern Ireland: 3.43, 1415.

Scotland: 6.32, 3421.

UNITED STATES -- 1.22, 137, 142, 163, 172,  
206; 1.3, 242, 263, 268, 276, 277, 301,  
305; 3.6, 1778-1819; 4.11, 1878;  
4.13, 1928, 1932, 1934, 1938, 1941, 1946,  
1947, 1952, 1954, 1959, 1972, 1979, 1986,  
1994, 1996, 2017, 2019, 2029, 2033, 2035,  
2037, 2038, 2040, 2042, 2050, 2051, 2063,  
2069-2071, 2085, 2088-2091, 2097, 2100,  
2101, 2107, 2128, 2149; 4.21, 2159,  
2160, 2174, 2177, 2192, 2199-2201; 4.22,  
2205, 2210, 2218, 2243; 4.23, 2282,  
2354, 2377, 2394, 2406; 4.32, 2540,  
2553, 2557; 4.33, 2567; 4.34, 2611,  
2641; 4.35, 2680; 4.41, 2686, 2688,  
2690, 2711, 2715, 2723; 4.42, 2734,  
2736-2738, 2741; 4.44, 2768; 4.51,  
2820, 2835, 2837, 2844, 2851-2854;  
4.52, 2859, 2869, 2870; 4.53, 2931-2933;  
5, 2958, 2996, 3002, 3040, 3046;  
6.11, 3047, 3051, 3052, 3058, 3060-3063,  
3068, 3072, 3075, 3078, 3086-3088, 3091;  
6.12, 3106, 3111, 3112, 3114, 3116, 3122,  
3134, 3161, 3164, 3167, 3170; 6.13,  
3173, 3174, 3176, 3177, 3179-3184, 3186-  
3192, 3194, 3195, 3198-3212, 3214-3227,  
3229-3233, 3235, 3237, 3244-3246, 3250,  
3251; 6.14, 3252-3258, 3262, 3265-3268,  
3270-3273, 3275, 3276, 3279, 3280, 3282-  
3288, 3291, 3293-3295, 3300; 6.21, 3302,  
3305, 3314, 3316-3319, 3326, 3327; 6.22,  
3337, 3341, 3345, 3346, 3360, 3372, 3373;  
6.31, 3379, 3387, 3392, 3393, 3400, 3401,

## UNITED STATES (cont'd)

6.31 (cont'd), 3403; 6.32, 3407,  
3410, 3416, 3419; 6.33, 3435, 3444,  
3446; 7.22, 3513, 3519, 3521;  
8.11, 3661, 3687, 3702-3706; 8.13,  
3788, 3793, 3795; 8.25, 4022-4066;  
8.3, 4076, 4086, 4088, 4096, 4099,  
4108, 4118; 8.41, 4163, 4164, 4176;  
8.42, 4209; 9.1, 4210, 4214, 4219,  
4228, 4239, 4246, 4249; 9.2, 4251-  
4253; 9.3, 4277, 4279, 4290, 4297,  
4302, 4304, 4310, 4320, 4321, 4339,  
4340, 4342; 9.4, 4353, 4358, 4380,  
4381; 10, 4393, 4395, 4397, 4401,  
4403, 4408, 4411-4413, 4421, 4426-  
4430, 4432, 4438, 4440, 4449, 4453,  
4454, 4456, 4464, 4467; 11.1, 4470,  
4471, 4476, 4487, 4499; 11.2, 4523,  
4524, 4528, 4530, 4534, 4542; 11.3,  
4544, 4545, 4546, 4550, 4561; 11.4,  
4583, 4598; 12.1, 4600, 4601, 4604-  
4606, 4609-4611, 4614, 4615, 4618-  
4625, 4628-4635; 12.2, 4642, 4650,  
4651, 4654, 4658, 4662, 4665, 4666,  
4668, 4669, 4681, 4683, 4686, 4688,  
4689, 4691, 4700, 4703, 4704;  
12.31, 4745, 4746; 12.32, 4751,  
4754, 4755, 4758, 4766; 13, 4771,  
4772, 4780, 4782, 4783, 4786-4789,  
4791, 4793, 4799, 4800, 4801, 4809;  
14, 4820, 4897, 4900, 4926.

Arizona: 3.6, 1788, 1812-1814.

California: 3.6, 1800, 1803; 4.13,  
1933, 1937, 1963, 1989; 4.21, 2154;  
4.41, 2689, 2704, 2709; 4.45, 2806;  
6.13, 3241, 3247; 6.32, 3422;  
8.25, 4029; 9.2, 4255; 12.2, 4663.

Colorado: 3.6, 1788, 1812-1814.

Connecticut: 3.6, 1804; 4.13, 1950;  
4.41, 2705;

Georgia: 3.6, 1779.

Hawaii: 3.6, 1799.

Idaho: 3.6, 1788, 1812-1814.

Illinois: 10, 4441, 11.2, 4519.

Indiana: 8.25, 4036.

Maryland: 3.6, 1778; 4.51, 2810.

Massachusetts: 4.51, 2833.

Michigan: 4.13, 2041; 9.1, 4237.

Minnesota: 4.13, 2043.

Missouri: 3.6, 1807.

Montana: 3.6, 1788, 1812-1814.

Nevada: 3.6, 1788, 1812-1814; 4.13,  
2054.

New Jersey: 3.6, 1793.

New Mexico: 3.6, 1788, 1812-1814;  
4.13, 1968.

New York: 4.13, 1920, 2039, 2055;  
4.23, 2405; 4.42, 2729; 8.25,  
4024, 4051; 13, 4778.

## UNITED STATES (cont'd)

North Carolina: 4.13, 1936, 2059.Ohio: 4.13, 2061.Oklahoma: 4.13, 2062.Pennsylvania: 4.13, 1975, 2064; 6.13, 3196.Southern States: 3.6, 1806.Tennessee: 11.2, 4533.Texas: 9.1, 4242.Utah: 3.6, 1788, 1812-1814.Washington: 4.13, 2030.West Virginia: 12.2, 4692.Wyoming: 3.6, 1788, 1812-1814.UPPER VOLTA -- 3.23, 1031-1037; 4.11, 1858;  
4.31, 2491, 2521; 7.32, 3636;  
8.21, 3858.URUGUAY -- 3.53, 1755-1758; 9.3, 4309.VENEZUELA -- 1.22, 218; 3.53, 1759-1769;  
4.13, 2147; 4.34, 2595; 6.32, 3430;  
9.4, 4376; 11.4, 4596.VIETNAM, DEMOCRATIC REPUBLIC OF [North] --  
3.32, 1068; 3.33, 1272-1274;  
6.22, 3366; 8.42, 4206.VIETNAM, REPUBLIC OF [South] -- 3.32, 1068;  
3.33, 1275-1279; 6.22, 3366; 8.22,  
3904; 8.42, 4206.VIRGIN ISLANDS [British] -- 3.53, 1598, 1599.VIRGIN ISLANDS [United States] -- 3.53, 1770.WEST INDIES -- 4.44, 2791.WESTERN SAMOA -- 3.72, 1830.YUGOSLAVIA -- 3.42, 1279a-1294; 3.43, 1477-  
1485; 4.21, 2176; 4.23, 2391; 4.34,  
2605; 5, 2962; 6.12, 3130, 3131,  
3161, 3171; 6.22, 3351. (See also:  
Europe: Mediterrean Region)ZAMBIA -- 1.22, 124; 3.23, 1038-1051;  
4.11, 1861-1862, 1871; 4.13, 2032, 2074,  
2076, 2094, 2110, 2127; 4.21, 2186;  
4.23, 2262, 2338; 4.24, 2425, 2431,  
2443; 4.34, 2618, 2627; 4.51, 2842;  
8.21, 3859, 3860; 9.3, 4317;  
11.4, 4585.

ZANZIBAR -- (See Tanzania)